

From: [Charlene Allen](#)
To: [akatenkamp@gmail.com](#); [capizziricks@gmail.com](#); [dinabgoldman@gmail.com](#); [marciamoralesbutler@yahoo.com](#); [Laura Johnson](#); [danielle.hilliard@jhuapl.edu](#); [Ysonnier@howardcountymd.gov](#); [phpp.pls@gmail.com](#); [Jean Xu](#); [Zunaira Khan](#); [Nooreen Zaidi](#); [cparr@archoward.org](#); [pravinponnuri@hotmail.com](#); [jkernats11@gmail.com](#); [slee4619@gmail.com](#); [mrossman@howardcountymd.gov](#); [ekromm@ihmi.edu](#); [YALE STENZLER](#); [stephen.liggett-creel@maryland.gov](#); [jrscott@howardcountymd.gov](#); [Susan Otradovec](#); [Johnson, Joan](#); [randall@gbeginnings.com](#); [Colleen D. Morris](#); [Maleeta K. Kitchen](#); [Colin Moe](#); [Condron, Neysa \[MD\]](#); [REDACTED]; [REDACTED]; [Troy I. Todd](#); [Mikaela R. Lidgard](#); [Nicholas M. Novak](#); [Caroline Waiker](#); [Monica Pringie](#); [Brian Ralph](#); [James K. LeMon](#); [REDACTED]; [Joshua Drasin](#); [zotumhmung@chinmd.org](#); [ndohner@archoward.org](#); [shangnan2004@yahoo.com](#); [shobson@howardcountymd.gov](#); [Daria Wise](#)
Cc: [Scott Ruehl](#); [Beth A. Richards](#)
Subject: Re: HCPSS Recovery Plan Stakeholder Group Meeting Agenda & Google Meet Link for Meeting 4 on Wednesday, 7/1
Date: Thursday, July 2, 2020 11:54:42 AM
Attachments: [Outlook-1mwji2bb.png](#)
[Outlook-viqydmvy.png](#)
[Outlook-411u1rwk.png](#)
[Notes - Recovery Plan Stakeholder Grp Mta 7_1_20.pdf](#)
[Outlook-kb0tfyf4.png](#)

Good morning, all.

Here are the meeting notes from yesterday. Be sure to look at the bottom of page 12, where I have inserted the most current version of our recommendations, which includes revisions that have been emailed to me. Above this section in the notes, I also included links to the documents/video Dr. Martirano mentioned.

If anyone has anything else they strongly want included that is missing now, please send that to me as soon as possible. I will be meeting with my director (chair of the Recovery Team) at noon and we will be discussing these recommendations, but I will continue to check for emails from this group.

Thanks again for your contributions. Have a great day!

Charlene

—
Charlene S. Allen
Coordinator of Leadership Development
Division of Human Resources and Professional Development
Howard County Public School System
410-313-1256

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"You have to know what sparks the light in you so that you, in your own way, can illuminate the world."
~Oprah Winfrey

From: Charlene Allen <Charlene_Allen@hcpss.org>

Sent: Wednesday, July 1, 2020 9:33 PM

To: [akatenkamp@gmail.com](#) <[akatenkamp@gmail.com](#)>; [capizziricks@gmail.com](#) <[capizziricks@gmail.com](#)>; [dinabgoldman@gmail.com](#) <[dinabgoldman@gmail.com](#)>; [marciamoralesbutler@yahoo.com](#) <[marciamoralesbutler@yahoo.com](#)>; [Laura Johnson](#) <[ljohnson@summerlearning.org](#)>; [danielle.hilliard@jhuapl.edu](#) <[danielle.hilliard@jhuapl.edu](#)>; [Ysonnier@howardcountymd.gov](#) <[Ysonnier@howardcountymd.gov](#)>; [phpp.pls@gmail.com](#) <[phpp.pls@gmail.com](#)>; [Jean Xu](#) <[jean.xu@capa-hc.org](#)>; [Zunaira Khan](#) <[zunaira_khan615@hotmail.com](#)>; [Nooreen Zaidi](#) <[nfzaidi@hotmail.com](#)>; [cparr@archoward.org](#)

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jkernats11@gmail.com <jkernats11@gmail.com>; slee4619@gmail.com <slee4619@gmail.com>;
mrossman@howardcountymd.gov <mrossman@howardcountymd.gov>; ekromm@jhmi.edu
<ekromm@jhmi.edu>; YALE STENZLER <stenzler@comcast.net>; stephen.liggett-
creel@maryland.gov <stephen.liggett-creel@maryland.gov>; jrscott@howardcountymd.gov
<jrscott@howardcountymd.gov>; Susan Otradovec <sotradovec@firnonline.org>; Johnson, Joan
<jmjohnson@howardcountymd.gov>; randall@gbeginnings.com <randall@gbeginnings.com>;
Colleen D. Morris <Colleen_Morris@hcpss.org>; Maleeta K. Kitchen <Maleeta_Kitchen@hcpss.org>;
Colin Moe <Colin_Moe@hcpss.org>; Condron, Neysa [MD] <ncondron@mseanea.org>;
[REDACTED];
[REDACTED]; Troy I. Todd <Troy_Todd@hcpss.org>; Mikaela R. Lidgard
<Mikaela_Lidgard@hcpss.org>; Nicholas M. Novak <Nicholas_Novak@hcpss.org>; Caroline Walker
<Caroline_Walker@hcpss.org>; Monica Pringle <Monica_Pringle@hcpss.org>; Brian Ralph
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[REDACTED] Joshua Drasin
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ndohner@archoward.org <ndohner@archoward.org>; shangnan2004@yahoo.com
<shangnan2004@yahoo.com>; shobson@howardcountymd.gov <shobson@howardcountymd.gov>;
Daria Wise <dwise310@gmail.com>
Cc: Scott Ruehl <Scott_Ruehl@hcpss.org>; Beth A. Richards <Beth_Richards@hcpss.org>
Subject: Re: HCPSS Recovery Plan Stakeholder Group Meeting Agenda & Google Meet Link for
Meeting 4 on Wednesday, 7/1

Thank you all for your contributions and input. Here is my draft of recommendations. Add whatever is needed and send suggestions for revision Be sure to look for the following:

1. Use of language/terminology and inclusion of ideas that express our intent and critical considerations
2. All priorities and guiding principles addressed sufficiently
3. No extraneous or redundant content
4. Representation of stakeholder interest and need
5. Expectations and requirements for stakeholder support clearly voiced

It has been a pleasure working with each of you. I appreciate your time and energy and have tried to reflect your voice in this document.

Best regards,
Charlene

—
Charlene S. Allen
Coordinator of Leadership Development
Division of Human Resources and Professional Development
Howard County Public School System
410-313-1256

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~Oprah Winfrey

From: Charlene Allen <Charlene_Allen@hcpss.org>

Sent: Wednesday, July 1, 2020 3:10 PM

To: akatenkamp@gmail.com <akatenkamp@gmail.com>; capizziricks@gmail.com <capizziricks@gmail.com>; dinabgoldman@gmail.com <dinabgoldman@gmail.com>; marciamoralesbutler@yahoo.com <marciamoralesbutler@yahoo.com>; Laura Johnson <ljohnson@summerlearning.org>; danielle.hilliard@jhuapl.edu <danielle.hilliard@jhuapl.edu>; Ysonnier@howardcountymd.gov <Ysonnier@howardcountymd.gov>; phpp.pls@gmail.com <phpp.pls@gmail.com>; Jean Xu <jean.xu@capa-hc.org>; Zunaira Khan <zunaira_khan615@hotmail.com>; Nooreen Zaidi <nfzaidi@hotmail.com>; cparr@archoward.org <cparr@archoward.org>; pravinponnuri@hotmail.com <pravinponnuri@hotmail.com>; jkernats11@gmail.com <jkernats11@gmail.com>; slee4619@gmail.com <slee4619@gmail.com>; mrossman@howardcountymd.gov <mrossman@howardcountymd.gov>; ekromm@jhmi.edu <ekromm@jhmi.edu>; YALE STENZLER <stenzler@comcast.net>; stephen.liggett-creel@maryland.gov <stephen.liggett-creel@maryland.gov>; jrscott@howardcountymd.gov <jrscott@howardcountymd.gov>; Susan Otradovec <sotradovec@firnonline.org>; Johnson, Joan <jmjohnson@howardcountymd.gov>; randall@gbeginnings.com <randall@gbeginnings.com>; Colleen D. Morris <Colleen_Morris@hcpss.org>; Maleeta K. Kitchen <Maleeta_Kitchen@hcpss.org>; Colin Moe <Colin_Moe@hcpss.org>; Condron, Neysa [MD] <ncondron@mseanea.org>;

[REDACTED]

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[REDACTED]; Troy I. Todd <Troy_Todd@hcpss.org>; Mikaela R. Lidgard <Mikaela_Lidgard@hcpss.org>; Nicholas M. Novak <Nicholas_Novak@hcpss.org>; Caroline Walker <Caroline_Walker@hcpss.org>; Monica Pringle <Monica_Pringle@hcpss.org>; Brian Ralph <Brian_Ralph@hcpss.org>; James R. LeMon <James_LeMon@hcpss.org>; [REDACTED] Joshua Drasin [REDACTED]; zotumhmung@chinmd.org <zotumhmung@chinmd.org>; ndohner@archoward.org <ndohner@archoward.org>; shangnan2004@yahoo.com <shangnan2004@yahoo.com>; shobson@howardcountymd.gov <shobson@howardcountymd.gov>; Daria Wise <dwise310@gmail.com>

Cc: Scott Ruehl <Scott_Ruehl@hcpss.org>; Beth A. Richards <Beth_Richards@hcpss.org>

Subject: Re: HCPSS Recovery Plan Stakeholder Group Meeting Agenda & Google Meet Link for Meeting 4 on Wednesday, 7/1

Hello, stakeholders.

I look forward to seeing you at 4PM. I have attached a contact list for this group and a few items that reflect contributions that people have sent me in a condensed form. You may want to print out the document with recommendations or have it handy for our conversation.

Thanks!

—

Charlene S. Allen
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Howard County Public School System
410-313-1256

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"You have to know what sparks the light in you so that you, in your own way, can illuminate the world."
~Oprah Winfrey

From: Charlene Allen <Charlene_Allen@hcpss.org>

Sent: Tuesday, June 30, 2020 11:02 PM

To: akatenkamp@gmail.com <akatenkamp@gmail.com>; capizziricks@gmail.com <capizziricks@gmail.com>; dinabgoldman@gmail.com <dinabgoldman@gmail.com>; marciamoralesbutler@yahoo.com <marciamoralesbutler@yahoo.com>; Laura Johnson <ljohnson@summerlearning.org>; danielle.hilliard@jhuapl.edu <danielle.hilliard@jhuapl.edu>; Ysonnier@howardcountymd.gov <Ysonnier@howardcountymd.gov>; phpp.pls@gmail.com <phpp.pls@gmail.com>; Jean Xu <jean.xu@capa-hc.org>; Zunaira Khan <zunaira_khan615@hotmail.com>; Nooreen Zaidi <nfzaidi@hotmail.com>; cparr@archoward.org <cparr@archoward.org>; pravinponnuri@hotmail.com <pravinponnuri@hotmail.com>; jkernats11@gmail.com <jkernats11@gmail.com>; slee4619@gmail.com <slee4619@gmail.com>; mrossman@howardcountymd.gov <mrossman@howardcountymd.gov>; ekromm@jhmi.edu <ekromm@jhmi.edu>; YALE STENZLER <stenzler@comcast.net>; stephen.liggett-creel@maryland.gov <stephen.liggett-creel@maryland.gov>; jrscott@howardcountymd.gov <jrscott@howardcountymd.gov>; Susan Otradovec <sotradovec@firnonline.org>; Johnson, Joan <jmjohnson@howardcountymd.gov>; randall@gbeginnings.com <randall@gbeginnings.com>; Colleen D. Morris <Colleen_Morris@hcpss.org>; Maleeta K. Kitchen <Maleeta_Kitchen@hcpss.org>; Colin Moe <Colin_Moe@hcpss.org>; Condron, Neysa [MD] <ncondron@mseanea.org>; [REDACTED]; Troy I. Todd <Troy_Todd@hcpss.org>; Mikaela R. Lidgard <Mikaela_Lidgard@hcpss.org>; Nicholas M. Novak <Nicholas_Novak@hcpss.org>; Caroline Walker <Caroline_Walker@hcpss.org>; Monica Pringle <Monica_Pringle@hcpss.org>; Brian Ralph <Brian_Ralph@hcpss.org>; James R. LeMon <James_LeMon@hcpss.org>; [REDACTED] Joshua Drasin <[REDACTED]@hcpss.org>; zotumhmung@chinmd.org <zotumhmung@chinmd.org>; ndohner@archoward.org <ndohner@archoward.org>; shangnan2004@yahoo.com <shangnan2004@yahoo.com>; shobson@howardcountymd.gov <shobson@howardcountymd.gov>; Daria Wise <dwise310@gmail.com>

Cc: Scott Ruehl <Scott_Ruehl@hcpss.org>; Beth A. Richards <Beth_Richards@hcpss.org>

Subject: Re: HCPSS Recovery Plan Stakeholder Group Meeting Agenda & Google Meet Link for Meeting 4 on Wednesday, 7/1

To all:

We look forward to seeing you at the last of our scheduled meetings to make recommendations that will inform HCPSS Fall programming based on stakeholder input. I have attached the notes from Monday's meeting along with a document I created to capture this group's concerns/comments, critical considerations, questions and recommendations for submission if it works. I tried to summarize all the recommendations you have suggested so far toward the end of this document. I will continue populating other notes from our discussions captured in the Google Meet chats to fill in the other sections at the beginning. The second to last page of the notes from Monday's meeting also includes recommendations and resources shared with me by group members afterwards that may be of interest to you.

It would be helpful for you to do two things with the "Recovery Plan Stakeholder Group Recommendations" document:

(1) Review it and be prepared to offer feedback and thoughts about how the recommendations are categorized. There are other categories suggested from group members who emailed me that might be preferred by the group. Feel free to weigh in, offer revisions to what has been suggested, etc.

(2) Consider how you think we might add to, amend, or synthesize the recommendations given so that we can produce a concise but comprehensive list of items to send forward to the Recovery Team.

We plan to have the most up-to-date survey results to share with you at the meeting or beforehand as well. **The link to join the Google Meet and the time (4:00 - 6:00 PM) will remain the same for this meeting. I have included the logon information below.**

[Redacted]

[Redacted]

We look forward to your engagement in this meeting.

Charlene

—
Charlene S. Allen
Coordinator of Leadership Development
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Howard County Public School System
410-313-1256

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"You have to know what sparks the light in you so that you, in your own way, can illuminate the world."
~Oprah Winfrey

From: Charlene Allen <Charlene_Allen@hcpss.org>

Sent: Monday, June 29, 2020 3:29 PM

To: akatenkamp@gmail.com <akatenkamp@gmail.com>; capizziricks@gmail.com <capizziricks@gmail.com>; dinabgoldman@gmail.com <dinabgoldman@gmail.com>; marciamoralesbutler@yahoo.com <marciamoralesbutler@yahoo.com>; Laura Johnson <ljohnson@summerlearning.org>; danielle.hilliard@jhuapl.edu <danielle.hilliard@jhuapl.edu>; Ysonnier@howardcountymd.gov <Ysonnier@howardcountymd.gov>; phpp.pls@gmail.com <phpp.pls@gmail.com>; Jean Xu <jean.xu@capa-hc.org>; Zunaira Khan <zunaira_khan615@hotmail.com>; Nooreen Zaidi <nfzaidi@hotmail.com>; cparr@archoward.org <cparr@archoward.org>; pravinponnuri@hotmail.com <pravinponnuri@hotmail.com>; jkernats11@gmail.com <jkernats11@gmail.com>; slee4619@gmail.com <slee4619@gmail.com>; mrossman@howardcountymd.gov <mrossman@howardcountymd.gov>; ekromm@jhmi.edu <ekromm@jhmi.edu>; YALE STENZLER <stenzler@comcast.net>; stephen.liggett-creel@maryland.gov <stephen.liggett-creel@maryland.gov>; jrscott@howardcountymd.gov

<jrscott@howardcountymd.gov>; Susan Otradovec <sotradovec@firnonline.org>; Johnson, Joan <jmjohnson@howardcountymd.gov>; randall@gbeginnings.com <randall@gbeginnings.com>; Colleen D. Morris <Colleen_Morris@hcpss.org>; Maleeta K. Kitchen <Maleeta_Kitchen@hcpss.org>; Colin Moe <Colin_Moe@hcpss.org>; Condrion, Neysa [MD] <ncondron@mseanea.org>;

[REDACTED]; Troy I. Todd <Troy_Todd@hcpss.org>; Mikaela R. Lidgard <Mikaela_Lidgard@hcpss.org>; Nicholas M. Novak <Nicholas_Novak@hcpss.org>; Caroline Walker <Caroline_Walker@hcpss.org>; Monica Pringle <Monica_Pringle@hcpss.org>; Brian Ralph <Brian_Ralph@hcpss.org>; James R. LeMon <James_LeMon@hcpss.org>; [REDACTED] Joshua Drasin [REDACTED]; zotumhmung@chinmd.org <zotumhmung@chinmd.org>; ndohner@archoward.org <ndohner@archoward.org>; shangnan2004@yahoo.com <shangnan2004@yahoo.com>; shobson@howardcountymd.gov <shobson@howardcountymd.gov>; Daria Wise <dwise310@gmail.com>

Cc: Scott Ruehl <Scott_Ruehl@hcpss.org>; Beth A. Richards <Beth_Richards@hcpss.org>

Subject: Re: HCPSS Recovery Plan Stakeholder Group Meeting Agenda & Google Meet Link for Meeting 3 on Monday, 6/29

Here is updated survey data results that we will discuss at 4pm (see attached documents). Also note that the MAPT document that was attached to my previous message is a working document between the MD counties listed at the bottom of the first page. It is not meant to reflect recommendations decided upon by the HCPSS. Monica Pringle provided it for our guidance based on questions asked at our last meeting about state considerations.

I look forward to "seeing" you soon.

Charlene

—

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"You have to know what sparks the light in you so that you, in your own way, can illuminate the world."
~Oprah Winfrey

From: Charlene Allen <Charlene_Allen@hcpss.org>

Sent: Sunday, June 28, 2020 9:41 PM

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mrossman@howardcountymd.gov <mrossman@howardcountymd.gov>; ekromm@jhmi.edu
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<jmjohnson@howardcountymd.gov>; randall@gbeginnings.com <randall@gbeginnings.com>;
Colleen D. Morris <Colleen_Morris@hcpss.org>; Maleeta K. Kitchen <Maleeta_Kitchen@hcpss.org>;
Colin Moe <Colin_Moe@hcpss.org>; Condron, Neysa [MD] <ncondron@mseanea.org>;
[REDACTED]; Troy I. Todd <Troy_Todd@hcpss.org>; Mikaela R. Lidgard
<Mikaela_Lidgard@hcpss.org>; Nicholas M. Novak <Nicholas_Novak@hcpss.org>; Caroline Walker
<Caroline_Walker@hcpss.org>; Monica Pringle <Monica_Pringle@hcpss.org>; Brian Ralph
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<shangnan2004@yahoo.com>; shobson@howardcountymd.gov <shobson@howardcountymd.gov>;
Daria Wise <dwise310@gmail.com>
Cc: Scott Ruehl <Scott_Ruehl@hcpss.org>; Beth A. Richards <Beth_Richards@hcpss.org>
Subject: Re: HCPSS Recovery Plan Stakeholder Group Meeting Agenda & Google Meet Link for
Meeting 3 on Monday, 6/29

HCPSS Stakeholders,

Thank you, again, for your enthusiastic participation in the meeting of this group last Thursday to those who were able to attend. We captured responses to the questions posed as posted in the chat along with brief summary notes of the meeting's discussion (see notes attached).

Please also find attached a PDF of MSDE's stages for reopening schools along with a draft document of recommendations regarding transportation that we can discuss at our next meeting on Monday, 6/25. We will continue to work toward our goal of providing recommendations for Fall programming to the system. Please begin to formulate your ideas about what we should send forward.

I hoped to have an updated summary of our survey data before sending this message, but it has not been provided yet. We plan to have updated numbers for the quantitative data shared last week as well as qualitative data reflecting thematic summaries the critical considerations offered by survey respondents before we meet to share and discuss with you.

The link to join the Google Meet and the time (4:00 - 6:00 PM) will remain the same for each meeting. I have included the logon information below.

[REDACTED]

[REDACTED]

We look forward to your engagement in this meeting.

Charlene

—
Charlene S. Allen
Coordinator of Leadership Development
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"You have to know what sparks the light in you so that you, in your own way, can illuminate the world."
~Oprah Winfrey

From: Charlene Allen <Charlene_Allen@hcpss.org>

Sent: Wednesday, June 24, 2020 11:18 PM

To: akatenkamp@gmail.com <akatenkamp@gmail.com>; capizziricks@gmail.com <capizziricks@gmail.com>; dinabgoldman@gmail.com <dinabgoldman@gmail.com>; marciamoralesbutler@yahoo.com <marciamoralesbutler@yahoo.com>; Laura Johnson <ljohnson@summerlearning.org>; danielle.hilliard@jhuapl.edu <danielle.hilliard@jhuapl.edu>; Ysonnier@howardcountymd.gov <Ysonnier@howardcountymd.gov>; phpp.pls@gmail.com <phpp.pls@gmail.com>; Jean Xu <jean.xu@capa-hc.org>; Zunaira Khan <zunaira_khan615@hotmail.com>; Nooreen Zaidi <nfzaidi@hotmail.com>; cparr@archoward.org <cparr@archoward.org>; pravinponnuri@hotmail.com <pravinponnuri@hotmail.com>; jkernats11@gmail.com <jkernats11@gmail.com>; slee4619@gmail.com <slee4619@gmail.com>; mrossman@howardcountymd.gov <mrossman@howardcountymd.gov>; ekromm@jhmi.edu <ekromm@jhmi.edu>; YALE STENZLER <stenzler@comcast.net>; stephen.liggett-creel@maryland.gov <stephen.liggett-creel@maryland.gov>; jrscott@howardcountymd.gov <jrscott@howardcountymd.gov>; zotumhmun18@gmail.com <zotumhmun18@gmail.com>; Susan Otradovec <sotradovec@firnonline.org>; Johnson, Joan <jmjohnson@howardcountymd.gov>; randall@gbeginnings.com <randall@gbeginnings.com>; Colleen D. Morris <Colleen_Morris@hcpss.org>; Maleeta K. Kitchen <Maleeta_Kitchen@hcpss.org>; Colin Moe <Colin_Moe@hcpss.org>; Condrón, Neysa [MD] <ncondron@mseanea.org>;

[REDACTED]; Troy I. Todd <Troy_Todd@hcpss.org>; Mikaela R. Lidgard <Mikaela_Lidgard@hcpss.org>; Nicholas M. Novak <Nicholas_Novak@hcpss.org>; Caroline Walker <Caroline_Walker@hcpss.org>; Monica Pringle <Monica_Pringle@hcpss.org>; Brian Ralph <Brian_Ralph@hcpss.org>; James R. LeMon <James_LeMon@hcpss.org>; India Sullivan <India_Sullivan@hcpss.org>; [REDACTED]

Cc: Scott Ruehl <Scott_Ruehl@hcpss.org>; Beth A. Richards <Beth_Richards@hcpss.org>

Subject: Re: HCPSS Recovery Plan Stakeholder Group Meeting Agenda & Google Meet Link - Meeting 2

Thanks for your enthusiastic participation in the first meeting of this group on yesterday if you were able to attend. We captured responses to the questions posed as posted in the chat along with brief summary notes from our discussion (see notes attached).

Please also find attached a PDF of summarized data from distance learning stakeholder surveys that we will discuss at our second meeting on Thursday, 6/25, as we continue to work toward our goal of providing recommendations for Fall programming to the system.

The link to join the Google Meet and the time (4:00 - 6:00 PM) will remain the same for each meeting. I have included the logon information below.

[REDACTED]

[REDACTED]

We look forward to your engagement in this meeting.

Charlene

—

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"You have to know what sparks the light in you so that you, in your own way, can illuminate the world."
~Oprah Winfrey

From: Charlene Allen

Sent: Monday, June 22, 2020 8:22 PM

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Cc: Scott Ruehl <Scott_Ruehl@hcpss.org>; Allison Hedden <Allison_Hedden@hcpss.org>; Karalee Turner-Little <Karalee_TurnerLittle@hcpss.org>; Beth A. Richards <Beth_Richards@hcpss.org>

Subject: HCPSS Recovery Plan Stakeholder Group Meeting Agenda & Google Meet Link

Welcome to the HCPSS Recovery Plan Stakeholder Group!

This group includes HCPSS parents, students, staff, administrators, and community members, as well as representatives from the health community. Our purpose for convening is to provide recommendations and to review public input survey results, emailed feedback, and other data from stakeholders to inform and assist the HCPSS Recovery Team as they refine planning for our Fall programming.

The decision points that HCPSS staff, this Recovery Plan Stakeholder Group, and other committees are working toward include:

- The instructional model, whether it will be in-person, distance learning, or a hybrid model combining in-person and distance learning
- The possibility of a digital school option, what that will look like, and how it will be managed
- Alignment of curriculum implementation to the instructional model
- Class and teaching schedules, which will be determined by the instructional model
- Fall athletics and/or other extracurricular activities
- Before- and after-care provided by community groups in HCPSS buildings
- Transportation considerations when some or all students return to school buildings
- Food and nutrition plans for the Fall

Our first meeting will be held virtually via Google Meet on Tuesday, June 23, from 4:00 - 6:00 PM. This will be an introductory and initial stakeholder input-gathering meeting. We will begin reviewing survey data on Thursday and will focus each of our three subsequent meetings after tomorrow on results from stakeholder group surveys.

Here is the agenda for our first meeting:

- I. Welcome and Introductions - spend time here helping the group to form.
- II. Establish the Group Purpose & Process
 - A. The purpose of this group: To gather HCPSS stakeholder input about Fall programming and make recommendations to assist HCPSS The Recovery Team as they develop plan for SY2020-21
 - B. The process for this meeting will engage the group in these three questions:
 1. What concerns do you have about HCPSS Fall programming for 2020-21?
 2. What factors should be considered as decisions are made about the Fall?
 3. What ideas or suggestions do you have that would help the system make the 2020-21 school year a success?
- III. Engage in Discussions to Get Input Around the Posed Questions
- IV. Closure and Adjournment

Here is the information you need to Join with Google Meet for this and all meetings:



If you have questions or other concerns, feel free to contact me directly via this email.

Thanks in advance,

Charlene Allen
Recovery Plan Stakeholder Group Chair

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Charlene S. Allen
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Follow The Office of Leadership Development on Twitter [@HCPSS_LeaderDev](#).



“Never forget that justice is what love looks like in public.” ~ Cornel West

Recovery Plan Stakeholder Group Meeting 4

Meeting Minutes/Notes

Meeting Date: 7/1/20, 4:00 - 6:00 PM

Meeting Location (Virtual Platform): Google Meet

Meeting Facilitator: Charlene S. Allen

AGENDA

Paste a detailed meeting agenda.

- I. Welcome, Introductions, and Norms
- II. Meeting Outcomes & Agenda (Mention any updates and new data)
 - A. The outcomes for today's are to review updated data from HCPSS stakeholder input surveys about Fall programming for the 2020-21 school year and finalize a list of recommendations for the HCPSS Recovery Team.
 - B. The process to achieve today's outcome of determining recommendations based input and survey results will be based on the following data protocol:
 1. *Activate & Engage* - What priorities do you believe should shape our final list of recommendations and in what order?
 2. *Explore & Discover*- SWOT Analysis - What language and items do we need to keep? What is not needed at this level? What is strong about what we have so far in terms of stakeholder agreement? What might not be received well?
 3. *Organize & Integrate* - Finalize list or recommendations. Gain consensus. What is the consensus of the group?
- III. Sharing of Data, Other Resources & Suggested Recommendations
- IV. Discussion to Finalize Recommendations & Gain Consensus
- V. Closure and Adjournment

PARTICIPANTS

List the names and positions/affiliations of meeting participants.

Awan, Zunaira - Muslim Council
 Condron, Neysa - UniServ
 Dohner, Natalie - ARC of HC
 Drasin, Joshua - LRHS Student
 Fortier Ardila, Yeidy - WLHS Student
 Goldman, Dina - SECAC
 Hilliard, Danielle - TCOE/HC
 Hmung, Zo Tum - Chin Assoc. of MD
 Hobson, Sharon - HCHD
 Johnson, Laura - NAACP
 Johnson, Joan - HC Children & Fam.
 Jones, Carmen - LKMS Student
 Katenkamp, Angela - PTACHC
 Kitchen, Maleeta- MHMS Teacher
 LeMon, James - HCPSS SMIL
 Lidgard, Mikaela - BMMS Principal
 Liggett-Creel, Stephen - HC Soc. Serv.
 Lins Silva, Patricia - Conexiones
 Moe, Colin - CHS Teacher
 Morales, Marcia - SECAC
 Morris, Colleen - HCEA/ES Teacher
 Novak, Nick - HoHS Principal
 Ponnuri, Praven - Indian Origins Net
 Pringle, Monica - HCPSS Transpo.
 Ralph, Brian - HCPSS Food Serv.
 Randall, Dawn - Daycare Owner
 Seldon, Anais - OMHS Student
 Sonnier, Yolanda -
 Stenzler, Yale - Jewish Fed./HC
 Todd, Troy - HHES Principal
 Walker, Caroline - HCPSS PISW
 Wise, Darria - SECAC
 Xu, Jean - Chinese Am. Parent Assoc.

MEETING NOTES

High-level notes and thoughts for the Superintendent as a result of the meeting.

1. Activate/Engage- “What priorities do you believe should shape our final list of recommendations and in what order?”

Notes and ideas from chat:

Dina Goldman - **Discrepancy between what staff, students, and parents want. Will this become public knowledge.**

James LeMon - **We'll look into that.**

Yale Stenzler - **Is the hybrid plan still an option?**

James LeMon - **Our recommendations need to be clear today.**

Monica Pringle4:05 PM - **safety, equity, flexibility, vigorous instruction, training**

Dina Goldman4:05 PM - **2 priorities - fully virtual option offered to all and clear and consistent communication so that people understand why decisions are made.**

Joshua Drasin4:05 PM - **mental health**

Angela Katenkamp4:05 PM - **safety, flexibility, choice, equity (not equality), as much consistency as possible, communicated**

Colin Moe4:05 PM

Student and Staff Safety

Equity

FAPE

Carmen Jones4:06 PM - **staff and student safety, proper transportation, training, communication**

Zunaira Awan4:06 PM - **safety, health (both physical and mental), effective communication across board**

Monica Pringle4:06 PM - **excellent communication, protocols,**

Jean Xu4:06 PM - **Course rigorous, safety (both students and staff), teachers are well trained for handling on-line teaching.**

Dawn Randall4:06 PM - **Education and mental health**

Yeidy Fortier Ardila4:07 PM - **students learned some self-advocacy skills from supportive teachers**

Angela Katenkamp4:07 PM - **practical**

Colleen Morris4:07 PM - **safety**

Nicholas Novak4:07 PM - **Safety, meaningful instruction and engagement, adaptability to circumstances, balancing unique needs of students, staff, and families.**

Yale Stenzler4:07 PM - **Is a hybrid option still on the table ?**

Jean Xu4:08 PM - **Protocol for plan change if situation changes**

Pravin Ponnuri4:08 PM - **Can we open High schools first, then middle school and finally elementary?**

Angela Katenkamp4:08 PM - **bottom up instead of top down**

Maleeta Kitchen4:08 PM - **safety of everyone, not just the students**

Patricia Silva4:09 PM - **Safety and Health (students, staff, buses drivers) Intructions and Equity, Operations (transportation, Nutrition, building capacity)**

Marcia Morales4:09 PM - **Clear definition of what face coverings are. Will the schools provide masks for students & staff?**

Marcia Morales4:12 PM - **Safety of Students, Staff & Community**

FAPE

Neysa Condron4:12 PM - **For all groups: Safety, equity, reasonable workload (especially for special educators and related service providers), consistency, adherence to Negotiated Agreements and MOUs, appropriate PD**

Danielle Hilliard4:12 PM - **safety, equity, phased in practical approach that gets those who need to be in the building in first. The communication of these decisions is key.**

Marcia Morales4:14 PM - **Whatever options are made available- they do need to provide new concepts, topics actual new material**

Natalie Dohner4:14 PM - **I would agree that staff, student, and family safety should be the highest priority.**

Stephen Liggett-Creel -DHS- Howard County4:14 PM - **safety is key. equity is important to ensure that those most impacted for each model needs are center, communication of the plan in a timely manner to allow for planning, and the plans need to alternatives as the implementation brings up issues.**

Carmen Jones4:19 PM - **will students at high risk or students with inner family at high risk be taken into consideration along with kids who are special needs?**

Patricia Lins Silva - **Student regression needs to be addressed. Equity and learning curves need to be addressed.**

James Lemon4:23 PM - **The surveys will remain open through noon next Wednesday, July 1. Unstructured feedback may also be provided throughout the summer by emailing fall-input@hcpss.org.**

Neysa Condron4:23 PM - **Since final survey data isn't available to this group today, will it still be emailed to this group once it's compiled?**

Patricia Silva4:23 PM - **Definitely professional learning and development is a must to address learning gaps in case the school will continued remotely.**

Laura Johnson - **If there's a way to gather observations around how students have been learning from parents, that could be important.**

Nick Novak - **That's a very valid point. Information about home experience will be important for how to start educational experience.**

Pravin Poonuri - **Do we need to open all levels at the same time?**

James LeMon - **That's being looked at.**

Marcia Morales4:26 PM - **Does the school system have someone that is looking inot existing online schools as models for a virtual option**

Caroline Walker4:26 PM - **@Marcia - yes**

Yale Stenzler4:29 PM - **Teachers will be meeting groups of new students that they have not taught before . Is there a specific plan for the introductions and getting to know each other?**

Patricia Lins Silva - **Parent engagement is crucial, especially for foreign-born families. Parents feel disconnected. They allow students to take the lead. Reaching out and engaging parents is critical. There's a great level of need.**

Nicholas Novak4:30 PM - **It's interesting to consider who goes back first--older students can handle social distancing guidelines better, but they are also better equipped to handle distance learning. Would we recommend to phase in ES, MS, and then HS or even by grade level within schools?**

Jean Xu - **Are schools fully utilizing the International Student Office? Schools need to refer families to the liaisons.**

Yeidy Fortier Ardila4:32 PM - **Canvas orientation/tutorials helpful, but resources in Spanish and French would assist**

Angela Katenkamp4:32 PM - **I feel transition grades should go back ASAP Kindergarten, 6th, 9th. Distance learning would not be an easy start in particular for K parents who may not even have HCPSS accounts yet**

Marcia Morales - **Communication was a problem regarding services for special needs kids and English language learners.**

2. Explore/Discover - "SWOT Analysis - What language and items do we need to keep? What is not needed at this level? What is strong about what we have so far in terms of stakeholder agreement? What might not be received well?"

Notes and ideas from chat:

Danielle Hilliard - **Item 3 of Suggested Recommendations is more about transparency and getting the word out.**

Marcia Morales - **Tried to post survey links to groups in Spanish. Couldn't find survey links easily. Very difficult for someone whose English isn't their first language to find the links.**

Dina Goldman - **Maintaining flexibility and fluidity is crucial to respond to things as they change.**

Jean Xu - **Identify Key contact people at schools to convey messages to various communities.**

Laura Johnson - **Add driven by data specific to the pandemic and equity and values to Best Education Possible.**

Colleen Morris4:37 PM - **Please add physical to mental and social emotional well being**

Yeidy Fortier Ardila4:40 PM - **Students need help learning self-advocacy skills (Example: how to e-mail a teacher with a question or concern, how to ask for help)**

Marcia Morales4:41 PM - **Make it clear that they can email their concerns in whatever language they are comfortable with.**

Yale Stenzler4:41 PM - **HCPSS needs to have an ongoing communication plan and information dissemination. process.**

Danielle Hilliard4:42 PM - **B great - Thanks Yale- yes!**

Colleen Morris4:42 PM - **For bullet number three- the different modalities for communication (TV or fliers in means) in other languages and the need for Canvas training for parents should be explicit.**

Patricia Silva4:42 PM - **Yes, Marcia, I echo your words!**

Angela Katenkamp4:43 PM - **communication though also needs to be streamlined. In the spring we were getting the same message in multiple emails, it led to overload and message fatigue. I would rather see a clear enumeration of "here is going to share the information (principal, teacher, or county), when (expect updates on this day), and how (email, website, text etc...)**

Patricia Silva4:47 PM - **Clear and consistent communication is great, but does not speak to the families with language barrier and who does not use emails as a primary communication channel. We need to intentional about how to translate and use other channels of communication. Could we change the language there?**

Danielle Hilliard4:49 PM - **Great point Laura - drive this with data and equity access is critical.**

Jean Xu4:50 PM - **Recommendation for communication: Identify the key contact person of each community/group and use that person as the ambassador to convey message both ways.**

Neysa Condron4:51 PM - **For 3 please add education support professionals**

Dina Goldman4:51 PM - **I support the language that Danielle Submitted regarding Clear and Consistent Communication which includes creative means to get messages out to the largest possible audience. I would add a priority to utilizing non-digital forms of communication.**

Marcia Morales4:52 PM - **Can we adjust the wording to include staff other than teachers - for example bus drivers, janitors, para-educators, secretaries...**

Angela Katenkamp - **Google doc is titled Stakeholders Recommendations.**

Mikaela Lidgard4:53 PM - **I like all three structures for recommendations. Some reference a specific model- hybrid, virtual- etc. I think we may want to tweak that language to include all three phases- virtual, hybrid, fully-in person, so that our principles/recommendations can clearly be applied in each phase of our year.**

Sharon Hobson4:53 PM - **A more robust, fully virtual model should be developed in case classrooms or schools are closed during an outbreak.**

Patricia Silva4:54 PM - **In terms of quantitative data, we should look into students getting "incomplete " as a grade at the end of the spring quater and going from there...**

Neysa Condron4:54 PM - **Can the link be posted in this chat?**

Angela Katenkamp4:54 PM -

<https://docs.google.com/document/d/1ikSamjlwLCHo7c-6EX0Xp2WX14TBIQMvwmisfL4D7L0/edit?usp=sharing>

Nicholas Novak4:54 PM - **Great point Mikaela.**

Joshua Drasin4:55 PM - **overall I like the principle style of recommendations that allow for a more like top down approach to recommendations- kind of like umbrellas for other specifics**

Angela Katenkamp4:56 PM - **I actually prefer starting with a choice of fully virtual or hybrid (with in person days phased in if needed)**

Pravin Poonuri - **What's the difference between virtual and remote learning?**

Monica Pringle - **Virtual is online, independent learning for the entire school year.**

Patricia Lins Silva - **What if a vaccine becomes available during the school year?**

Monica Pringle - **We would try to get a better understanding of the number of students in a virtual environment when offering it for the school year.**

James LeMon - **Staffing would be an issue if students choose to return to school during the school year.**

Monica Pringle - **A teacher is assigned to virtual learning. There would be two different models running at the same time.**

Angela Katenkamp - **It's reversed in terms of what we can move from to.**

Dina Goldman - **People won't be comfortable choosing for the entire 10 months. Can it be modified? Maybe smaller increments.**

Monica Pringle - **Could it be done by quarter?**

Marcia Morales - **We have to be okay with change to our recommendations if it becomes necessary.**

Carmen Jones - **Would everyone be required to take the vaccine? Would the school be shut down until everyone gets the vaccine? Do all schools need to be ready before any school can open? If we do virtual or hybrid, the grading system would need to change.**

Colleen Morris - **I'm lost. What's going forward at 6 o'clock? 4X4 schedule is a semester. We would require people to have the vaccine just as we require other immunizations.**

Yale Stenzler4:58 PM - **I believe we have to plan and allow for 100% of the students to select virtual learning for the next school year, no limit on enrollment.**

Colleen Morris4:59 PM - **Won't the most vulnerable students also have the hardest time keeping social distancing? I don't see anything in Phase 2 on this one about keeping social distancing?**

Marcia Morales4:59 PM - **I also heard it called crisis teaching**

Yeidy Fortier Ardila5:01 PM - **Can Google Meets be recorded for students who missed**

Marcia Morales5:02 PM - **If a vaccine becomes available then that would definitely be a reason to re-evaluate the plan and make adjustments**

Nicholas Novak5:02 PM - **Unless virtual options are contracted out to non-HCPSS programs, having students sign up for a digital school will delay the development of a schedule (virtual or hybrid) for the rest of the school system since it will affect home school enrollment and staffing. We may need to delay the start of the school year to ensure these processes can take place.**

Troy Todd5:03 PM - **We need to remember that teachers and staff health and safety have to be considered. With hybrid models that give a choice of virtual and face-to-face, that creates a scenario where teachers may be exposed to students and families much more than they are actually comfortable with. We have to keep in mind that since we're starting earlier than most counties we have to do it right, smart and safely. Starting virtually for everyone and patiently waiting to go to a hybrid may help with planning.**

Jean Xu5:05 PM - **Can we allow the families to make a choice whether they would like to come to the school or continue distance learning? They cannot switch their choices within a quarter (or two quarters) for better planning.**

Yale Stenzler5:05 PM - **Can a teacher teach a larger group of students (maybe 35-45) in a virtual setting.**

Nicholas Novak5:05 PM - **Agree Troy.**

Carmen Jones5:06 PM - **I agree Ms.Xu .**

Angela Katenkamp5:06 PM - **I teach virtually, and depending on how the course is set up, and how assessments are done, you can add numbers**

Neysa Condron5:06 PM - **@Yale that would create a workload concern as the virtual teacher would have more students to plan for, provide activities, review/grade and provide feedback, etc. Workload needs to be balance.**

Yale Stenzler5:08 PM - **Maybe teaching larger classes could be adjusted for fewer sections, therefore fewer hours of actual teaching.**

Monica Pringle5:10 PM - **I agree Troy**

Patricia Silva5:12 PM - **If we are concerned around planning, schools starting in different time due to capacity is very worrisome, in my view**

Sharon Hobson5:13 PM - **The flu vaccine is not required. However, for this fall and winter with flu and COVID sharing most of the same symptoms, flu vaccination should be highly recommended if not required for students and staff are in buildings. If not, there may be closures in error that are not COVID outbreaks.**

Marcia Morales5:14 PM - **We do need to allow for exemptions for students that are not able to adjust to in person protocols or vice versa**

Dina Goldman5:14 PM - **I also support the choice language from Angela.**

3. Organize/Integrate - "What is the consensus of the group?"

Notes and ideas from chat:

Patricia Lins Silva - **We need to talk about nutrition. What about tracing? How will the school implement the policy to notify parents.**

Jean Xu - **Can HS start later with hybrid model.**

Monica Pringle - **What type of training, support, and mental health for staff?**

Darria Wise - **Do we know what staff is coming back?**

James LeMon - **We are collecting data from our staff.**

Jean Xu5:16 PM - **Q: Has school started to talk about the school starting time if we go for a hybrid model? Is it possible to start school later for high schoolers?**

Angela Katenkamp5:18 PM - **I put a school start later recommendation in mine (no synchronous sessions before 8)**

Danielle Hilliard5:19 PM - **Maintain and enhance the delivery of high levels of virtual and in person (as permitted) instruction to meet the educational needs of each student at each grade level to assure successful achievement. Keeping in mind equity and driven by data.**

Neysa Condron5:19 PM - **We need to be sensitive to moving school start times and childcare needs of staff.**

Yale Stenzler5:20 PM - **The start time for each grade can be adjusted if we are starting with 100% virtual. Also with virtual we would not need to plan for and/or expend funds for transportation.**

Patricia Silva5:21 PM - **I would like to question A and B day versus A and B week. Allowing different group of students to attend school in consecutive days, will likely increase the chance spreading viruses to a large number of students. On the other hand, having groups attending the school in alternate weeks, will likely minimize the exposure to the students that are home for a given week when transmission is occurring.**

Yeidy Fortier Ardila5:22 PM - **safety, physical, mental, and emotional health concerns**

Marcia Morales5:22 PM - **Phase in with fully virtual & moving to hybrid, but families should always have the virtual option available**

Angela Katenkamp5:23 PM - **I agree with Marcia. But I think we need to phase in as soon as possible.**

Colleen Morris - **From the Union perspective, we'll follow CDC guidelines and recommendations.**

Neysa Condron - **Is the Calendar Committee reconvening?**

Patricia Silva5:28 PM - **Health and Safety of students and staff – PPEs, tracing protocols, disease testing, etc.**

- **Instruction Models – Adopt redesigned learning models (Virtual, hybrid or in- person) to meet course and grade standards and address inequities and learning gaps for the most needed students.**
- **Operations – Buildings capacity and sanitation, transportation, nutrition**

Patricia Silva5:29 PM - **Implement a plan that enables schools to become digitally proficient and capable of providing distance learning with more instructional time in the event of extenuating circumstances such as a pandemic, inclement weather, and classes offering.**

Monica Pringle - **We wouldn't have to lose days in a virtual model for snow days.**

Marcia Morales - **There are issues (weather, building problems, etc.) that we need to keep in mind with each model.**

Danielle Hilliard5:30 PM - **Start with Virtual classes for Grades 3-12; if safe and possible allow K-2 into the schools. From there proceed with a phased approach starting with those in need most, then by grade level.**

Patricia Silva5:30 PM - **Implement a plan to reopen schools in Fall 2020 fully digitally for students who excelled during the spring virtual teaching and a hybrid A/B week schedule for students who struggled during the same period and need more support. In a near future, as circumstances allow it, slowly transition into an in person model until all students are once again integrated into schools.**

Danielle Hilliard5:30 PM - **for in person**

Danielle Hilliard5:31 PM - **I think we should forever have virtual learning for snow or poor weather days.**

Joan Johnson5:33 PM - **I agree with Angela**

Neysa Condron5:33 PM - **Having virtual days for snow days could create barriers for some students who help care for younger siblings.**

Nicholas Novak5:34 PM - **@Neysa-aren't they facing that situation now with online learning?**

Neysa Condron5:36 PM - **If it's hybrid and kids are usually at school, it may be problematic to now be at home if that high schooler needs to be online for class but has to help their younger sibling connect.**

Nicholas Novak5:38 PM - **Gotcha. At least they have faced the scenario before and have a basis for how to plan for that eventuality.**

Neysa Condron5:38 PM - **@ Nick I'm concerned for our neediest learners. Would work not be required to be turned in, would there be flexibility?**

Angela Katenkamp5:39 PM - **Safety and Both Physical and Mental Health (should be that top bullet)**

Carmen Jones - **Will masks be provided?**

James LeMon - **This needs to be included in our recommendations.**

Jean Xu - **Do we automatically ensure everyone PPE?**

Yeidy Fortier Ardila5:39 PM - **extra masks available/ sanitizers**

Nicholas Novak5:40 PM - **@Neysa-I think specific guidelines would need to be drafted for what would constitute a check-in or work completion for a snow day.**

Yale Stenzler5:40 PM - **We need to recognize that just because a few students want to change to a hybrid option it may not be possible if there are not enough students for a full in-school section.**

Neysa Condron5:40 PM - **@Nick - agreed**

Michael Martirano5:41 PM - **Good evening everyone. Thank you for all that you are doing to assist me in this very complex and important process. Dr. Martirano**

Sharon Hobson5:42 PM - **PPE has been ordered by Health Services. Health Department is also providing PPE for school nurses.**

Angela Katenkamp5:43 PM - **I don't understand the language of "PPE up to highest standards"**

Sharon Hobson5:44 PM - **Maryland Department of Health and Howard County Health guidelines in addition to CDC recommendations should be followed.**

Sharon Hobson5:45 PM - **Positive COVID cases would be reported and the Health Department would provide recommendations for partial or full closure of schools.**

Marcia Morales5:46 PM - **Start with virtual until we can verify that buildings & transportation is safe. then parents that choose to move to hybrid can do that & parents that want to continue virtual can**

Nicholas Novak5:46 PM - **Prepare to implement a hybrid model when safe to do so**

Dawn Randall5:46 PM - **I do not agree that we should start virtually. Is that truly the consensus of this group?**

Dina Goldman5:47 PM - **I agree with what Marcia said about starting virtually and moving to hybrid that parents can choose which they want.**

Angela Katenkamp5:47 PM - **I think people who want to should be able to start virtual and stay virtual. I think we should try to get who we can into the building as soon as possible.**

Yolanda Sonnier5:47 PM - **I would like for further conversation on Dawn's comment.**

Patricia Silva5:47 PM - **Established a tracing protocol in case a student or staff gets sick and is confirmed positive for COVID-19. Make sure to communicate such possible events to other families while preserving student or staff's identity.**

Pravin Ponnuri5:48 PM - **For operations, lets say "Adherence to CDC, State and Local guidelines". Not all states are following the CDC guidelines and want to make sure we adhere to the local guidelines too.**

Angela Katenkamp5:48 PM - **I agree with further conversation on Dawn's comment**

Patricia Silva5:49 PM - **Implement a plan to engage parents in this period of redefinition of our schools, teaching and learning models, especially English as second language families with young students.**

Make sure to translate instructions and general information into the languages of high percentage among LEP students, to make technology usage accessible including Canvas and other logins, to contact families regarding internet accessibility, and to deliver school communications through different channels other than emails.

Marcia Morales5:49 PM - **And I do agree with Mr. Todd that the committee continue to meet to discuss changes that are happening with regard to our community & COVID**

Colleen Morris5:50 PM - **Here is the link to the youtube that Dr. M is referencing:**<https://www.youtube.com/watch?v=5dsq1XP6xbg&feature=youtu.be>

Yale Stenzler5:51 PM - **Start fully virtual and moving toward a hybrid model with a phased-in concept to eventually move all students and teachers back into our school buildings. This phased in approach is based upon the ability of the schools to meet criteria related to covid 19 and assure the health and safety of students/families and staff**

Patricia Silva5:52 PM - **As well to address learning gaps and inequities.**

Patricia Silva5:54 PM - **Implement a comprehensive student's assessment to identify possible learning regression, as well as opportunities for student acceleration.**

o Take advantage of a four semesterly block to address learning regression and possible gaps, as to allow more collaboration and interaction time among students.

Marcia Morales5:54 PM - **We also need to have some sort of way to help everyone get used to the new protocols- not sure how, but something like we do for fire drills**

Charlene Allen5:56 PM - **1 - Start fully virtually; 2 - Start with choice of virtual vs. hybrid; 3 Other**

Marcia Morales5:56 PM - **1**

Nicholas Novak5:56 PM - **1**

Danielle Hilliard5:56 PM - **1**

Zunaira Awan5:56 PM - **1**

Colleen Morris5:56 PM - **1**

Yeidy Fortier Ardila5:56 PM - **1**

Monica Pringle5:56 PM - **1 with phase in**

Stephen Liggett-Creel -DHS- Howard County5:56 PM - **1**

Yale Stenzler5:56 PM - **1**

Darria Wise5:56 PM - **1**

Neysa Condron5:56 PM - **1**

Angela Katenkamp5:56 PM - **2 (with the language that the phasing depends on the conditions of building and environment)**

Danielle Hilliard5:56 PM - **1 with phase in**

Joan Johnson5:57 PM - **2**

Joshua Drasin5:57 PM - **2**

Dina Goldman5:57 PM - **3**

Maleeta Kitchen5:57 PM - **1**

Dawn Randall5:57 PM - **2**

Dina Goldman5:57 PM - **I agree with 2 with what angela wrote.**

Laura Johnson5:57 PM - **2**

Stephen Liggett-Creel -DHS- Howard County5:57 PM - **that can be done through other ways in a virtual setting**

Carmen Jones5:57 PM - **I think we should start fully virtually yes, but phase in with still the choice of virtual. Not forcing all students to do hybrid**

Marcia Morales5:58 PM - **1- and move forward as building & transportation is safe- then ADD hybrid.**

Danielle Hilliard5:58 PM - **Virtual for majority but first in buildings needs to be those who need it in building first -special needs/IEP/504.**

Marcia Morales5:58 PM - **Virtual should ALWAYS remain an option**

Natalie Dohner5:58 PM - **1**

Yale Stenzler5:58 PM - **Based upon the information that we have right now the school buildings are not available , with some adjustments for special priorities and needs.**

Brian Ralph5:59 PM - **1 with phase in.**

Dawn Randall5:59 PM - **Virtual learning has been detrimental to many students even if they do not have special needs.**

Colleen Morris6:00 PM - **I have to go to the calendar meeting. I am assuming the last edits will be sent out?**

Yeidy Fortier Ardila6:00 PM - **Marcia-good point**

Jean Xu6:00 PM - **2 if safety conditions are met.**

Angela Katenkamp6:00 PM - **I think we should go with 2 and use language that conditions are met**

Dawn Randall6:00 PM - **For many students, physically going to school keeps them safer.**

Maleeta Kitchen6:01 PM - **will the selected groups be seen as guinea pigs?**

Angela Katenkamp6:01 PM - **many would see the selected groups as lucky and you would always have the choice (from the family/student perspective)**

Danielle Hilliard6:02 PM - **I think we have still left out the mental health and extra curricular activities in any of these comments**

Darria Wise6:02 PM - **We need to be realistic on time and the start date of the school year beginning. Starting virtual with a phase in approach**

Danielle Hilliard6:02 PM - **We have also lost the communication element**

Dawn Randall6:03 PM - **Yes, that should be the goal (getting back into the building)!**

Brian Ralph6:03 PM - **Food Services recommendation: Please consider the following: Adhere to USDA guidelines and ensure all students have continued access to meals.**

Dawn Randall6:04 PM - **Our goal is to make schools as safe as possible, not 100% safe.**

Patricia Silva6:04 PM - **Yes**

Monica Pringle6:04 PM - **yes**

Angela Katenkamp6:04 PM - **yes I agree with Dawn. but because many don't want to take any risk the option for fully virtual is there**

Dina Goldman6:04 PM - **yes**

Yale Stenzler6:04 PM - **YES**

Monica Pringle6:05 PM - **yes**

Natalie Dohner6:05 PM - **yes**

Darria Wise6:05 PM - **I agree with Dawn**

Angela Katenkamp6:05 PM - **yes**

Dawn Randall6:05 PM - **No. I think if the goal is getting back to in person learning, that should be stated as the goal. If it needs to be delayed, that is an addition.**

Laura Johnson6:05 PM - **Is there an opportunity to use creative outdoor spaces to at least have touch points for students to meet their teachers, friends face to face at the start of the year for relationship building purposes.**

Angela Katenkamp6:05 PM - **I think we need to flesh out "some groups" in the bullets**

Danielle Hilliard6:05 PM - **Happy to meet in the morning. In general yes I agree with the language**

Patricia Silva6:05 PM - **Charlene, add the discussion around communication please!**

Carmen Jones6:05 PM - **I just want as a student the option to be fully virtual the whole school year. If a student does not feel comfortable going into the building,I think they should have the option to stay home and do virtual learning.**

Marcia Morales6:06 PM - **No- I am still against the language saying that we are going to go FULLY HYBRID- the virtual option needs to remain until there is a vaccine**

Joan Johnson6:06 PM - **Communication**

Angela Katenkamp6:06 PM - **I agree with Dawn's rationale for her no**

Joan Johnson6:07 PM - **I agree with Dawn.**

Angela Katenkamp6:07 PM - **I also agree with Marcia. I think it should be worded "Students will have a choice to start full virtual or Hybrid." And then in the bullets say capacity on hybrid depends on safety and capacity**

Yale Stenzler6:07 PM - **Glad to hear that the buses are ready, but the buildings are not ready to receive students for a hybrid and/or full in-school programs. .**

Jean Xu6:07 PM - **I think we should let the parents to choose between on-line or in-person learning.**

Neysa Condron6:07 PM - **yes**

Dina Goldman6:07 PM - **Please include that choice for fully virtual needs to be available until there is. a vaccine.**

James Lemon6:08 PM - **I was just informed that the HCPSS survey data will be shared at the July 9th BOE meeting.**

Nicholas Novak6:08 PM - **I would agree with Laura's suggestion. In the same way that we set up socially distanced end of year events (diploma distribution, 8th grade promotion, etc), we should be able to plan for some kind of welcome events.**

Troy Todd6:08 PM - **Thanks**

Dawn Randall6:08 PM - **I think it needs to be said that the goal is in person learning not this**

Brian Ralph6:08 PM - **Please take a look at my Operations - Food Service recommendation.**

Dawn Randall6:09 PM - **It is understandable that some parents will refuse to send their children. That does not mean that we remove the opportunity for all children!**

Dina Goldman6:09 PM - I still see fully in the top recommendation

Jean Xu6:09 PM - I agree with what Laura said especially for the new middle and high school students.

Monica Pringle6:10 PM - Maybe they could do Zoom meetings over the summer with parents included

Joan Johnson6:10 PM - I agree with Laura. It is important to build relationships from the beginning of the year

Patricia Silva6:11 PM - Enhanced communication to engage parents, especially those with language barrier

Sharon Hobson6:11 PM - and to be effective for middle and high school-age children.

Angela Katenkamp6:11 PM - 2nd sentence

Dawn Randall6:11 PM - I agree. It is too hard to start with virtual.

Stephen Liggett-Creel -DHS- Howard County6:11 PM - would "parents need to work" be considered a need for participation in the hybrid model?

Angela Katenkamp6:11 PM - for 2020-2021 there should always be the choice

Sharon Hobson6:13 PM - My message was partially deleted. Mental health therapists successfully build relationships and provide therapy via telemedicine. Somatic providers, too.

4. Other Comments - "What other things would you like us to keep in mind as we share recommendations?"

Notes and ideas from Dr. Martirano's greeting:

- Keep the 13 non-negotiables from the [MSDE Recovery Plan: Strategies for Re-opening Process](#) in mind. See pages 5 - 12.
- Be sure to watch the YouTube recording of a meeting he attended at the state level on yesterday where he addressed these concerns/efforts: <https://youtu.be/5dsq1XP6xbg>
- Also read the article published in the Baltimore Sun about the meeting Dr. Martirano referenced: <https://www.baltimoresun.com/education/bs-md-school-pandemic-decisions-20200630-x36zad7wdjc/bjbnawdlbnz5jlu-story.html>

RECOMMENDATIONS/FACILITATOR'S SUMMARY

Facilitator will summarize meeting notes into committee recommendations to take into consideration as a result of the meeting.

Recommendations for Fall 2020-21 Programming in the HCPSS Recovery Plan Stakeholder Group

Primary Recommendation for Fall Programming:

Start with a Virtual Model and offer a Hybrid Model as an option for some groups based on need if possible. Have a phased-in approach to include a Hybrid model for all and eventually returning to buildings as the Recovery Team (and this group if needed) continues to meet to address this plan.

Principles guiding our recommendations for Fall re-opening and prioritization of actions:

- **Principle 1- Safety.** The design and structure for this model will be determined by current CDC guidelines ensuring the safety of all staff, students/families, and stakeholders.
- **Principle 2- Choice.** Since many parents and staff do not feel safe returning to buildings at this time, those who do not feel it is safe to return will have the option to learn or work from home.
- **Principle 3- Access.** An effort should be made to allow our most vulnerable students and families to be able to participate in hybrid instruction. If it is not possible for all students to receive in-person instruction, groups and grade levels that depend on in- person instruction should be prioritized.
- **Principle 4- Flexibility.** The program designed and developed should be flexible and fluid to allow the

HCPSS to be responsive to changing conditions and needs.

To this end we further recommend adherence to the following:

1. **Safety & Health of Students/Families and Staff shapes all decisions.**
 1. Assure the safety and health of staff, students/families, and stakeholders.
 2. Ensure that everyone in the building has PPE up to the highest standards.
 3. Have safety protocols and practices in place to keep the population safe (monitoring people and movement to facilitate proper tracing).
 4. Require COVID-19 testing of staff & students prior to starting in-person classes.
 5. Provide resources to support a healthy transition in consideration of the mental and social-emotional wellbeing of all students/families, staff and stakeholders.
2. **Operations (Building Preparation/Maintenance, Transportation Services, Food Services, Custodial, and Technology Services) across the system are prepared to offer the highest degree of safety/sanitation and service possible for all students/families and staff.**
 1. Adhere to CDC Guidelines to ensure the highest degree of safety for all as a determining factor for readiness and a return to buildings or in-person services.
 2. Provide and plan for adjustments that can be easily implemented as health/attendance requirements in schools based upon changes in the health criteria in a school, cluster of schools, or the community when/if we return to buildings.
 3. Enhance practices to consistently and rapidly provide clear rationale and communication of the challenges, concerns and implementation that will be put in place. Continue to be intentional and creative with outreach efforts to communicate with all families in order to overcome any potential barriers, such as lack of technology or not speaking English as the primary language at home. Communication should be translated in order to promote the engagement of non - native English speaking families.
3. **Instruction is robust to the fullest extent possible and is provided with consistency and flexibility balanced with rigor appropriately.**
 1. Start virtually in the Fall with, options for hybrid instruction for our most vulnerable populations if possible and a phased-in approach or delayed start of classes if needed to ensure safety and quality of instruction.
 1. Develop a plan for additional support (virtual or face-to-face) for IEP/504/ESOL students. Special activities, especially those with collegiate impacts such as Band, sports, etc. continue in-person with appropriate public health precautions.
 2. Ensure technology needs are addressed in a manner that addresses digital disparities and ensures equitable access to quality instruction.
 2. Offer the “best education possible” with a balance of rigor and flexibility to meet the various needs and overcome barriers facing both staff, students, and families.
 1. Maintain and enhance the delivery of high levels of virtual instruction to meet the educational needs of each student at each grade level to assure successful achievement.
 2. Recognize individual student, teacher, and parent health, physical, and emotional needs and have support and training in place to address the wellbeing of all.
 3. Have a plan in place to address relationship-building, the need for socialization, engagement with the arts, and extra-curricular activities.
 3. Ensure all instruction is data- and equity-driven to provide the greatest access, opportunity and supports needed to all students.
 1. Make efforts to provide virtual-based live real time teaching for core classes. (Daily or multiple times weekly "google meets" classes.)
 2. Provide non-core classes in a non traditional model as appropriate (similar to Spring plan).
 3. Work with Howard County government (with support from MSDE) to identify and

attempt to address child care needs via expanded voucher programming or other low cost site based (gyms, theaters, and recreation centers).

4. Make additional efforts to provide information, directions, and supports to families that have been disenfranchised - for example: communication gaps due to language barriers.

Revisions: All text highlighted represents a change to the original document shared on 7/1:

Recommendations for Fall 2020-21 Programming in the HCPSS Recovery Plan Stakeholder Group

Primary Recommendation for Fall Programming:

Start with a Virtual Model and offer a Hybrid Model as an option for some groups based on need if possible. Have a phased-in approach to include ~~going hybrid or having the choice as well as~~ a Hybrid model [for all] and eventually returning to buildings as the Recovery Team (and this group if needed) continues to meet to address this plan.

Principles guiding our recommendations for Fall re-opening and prioritization of actions:

- **Principle 1- Safety.** The design and structure for this model will be determined by current CDC guidelines ensuring the safety of all **staff, and students/families, and stakeholders.**
- **Principle 2- Choice.** Since many parents and staff do not feel safe returning to buildings at this time, those who do not feel it is safe to return **may will** have the option to learn or work from home ~~to the extent this is possible when buildings re-open.~~
- **Principle 3- Access.** An effort should be made to allow our most vulnerable students and families to be able to participate in hybrid instruction. If it is not possible for all students to receive in-person instruction, groups and grade levels that depend on in- person instruction ~~the most~~ should be prioritized.
- **Principle 4- Flexibility.** The program designed and developed should be flexible and fluid to allow the HCPSS to be responsive to changing conditions and needs.

To this end we further recommend adherence to the following:

I. Safety & Health of Students/Families and Staff shapes all decisions.

- A. Assure the safety and health of **staff, students/families, and stakeholders.**
- B. Ensure that everyone in the building has PPE up to the highest standards.
- C. Have safety protocols and practices in place to keep the population safe (monitoring people and movement to facilitate proper tracing).
- D. **Require Covid-19 testing of staff and students prior to starting in person classes?**
- E. Provide resources to support a healthy transition in consideration of the mental and social-emotional wellbeing of all staff, students/families, and stakeholders.

II. Operations (Building Preparation/Maintenance, Transportation Services, Food Services, Custodial, and Technology Services) across the system are prepared to offer the highest degree of safety/sanitation and service possible for all students/families and staff.

- A. Adhere to CDC Guidelines to ensure the highest degree of safety for all as a determining factor for readiness and a return to buildings or in-person services.
- B. Provide and plan for adjustments that can be easily implemented as health/attendance requirements in schools based upon changes in the health criteria in a school, cluster of schools, or the community when/if we return to buildings.
- C. Enhance practices to consistently and rapidly provide clear rationale and communication of the challenges, concerns and implementation that will be put in place. **Continue to be intentional and creative with outreach efforts to communicate with all families in order to overcome any**

potential barriers, such as lack of technology or [not speaking English as the primary language at home vs. à] non-English speaking families. Communication should be translated in order to promote the engagement of non - native English speaking families.

D. Have a plan for the provision of extra-curricular activities and opportunities for socialization (See III. B.3.)

III. **Instruction is robust to the fullest extent possible and is provided with consistency and flexibility balanced with rigor appropriately.**

- A. Start virtually in the Fall with, options for hybrid instruction for our most vulnerable populations if possible and a phased-in approach or delayed start of classes if needed to ensure safety and quality of instruction.
1. Develop a plan for additional **one-on-one support** (virtual or face-to-face) for IEP/504/ESOL students. Special activities, especially those with collegiate impacts such as Band, sports, etc. continue in-person with appropriate public health precautions.
 2. Ensure technology needs are addressed in a manner that addresses digital disparities and ensures equitable access to quality instruction.
- B. Offer the “best education possible” with a balance of rigor and flexibility to meet the various needs and overcome barriers facing both staff, students, and families.
1. Maintain and enhance the delivery of high levels of virtual instruction to meet the educational needs of each student at each grade level to assure successful achievement.
 2. Recognize individual student, teacher, and parent health, physical, and emotional needs and have support and training in place to address the wellbeing of all.
 3. Have a plan in place to address **relationship-building, the need for socialization, engagement in the arts, and extra-curricular activities.**
- C. Ensure all instruction is data- and equity-driven to provide the greatest access, opportunity and supports needed to all students.
1. Make efforts to provide virtual-based live real time teaching for core classes. (Daily or multiple times weekly "Google Meet" classes.)
 2. Provide non-core classes in a **non-traditional** model as appropriate (similar to Spring plan).
 3. Work with County government (with support from MSDE) to identify and attempt to address child care needs via expanded voucher programming or other low cost site based (gyms, theaters, **and recreation centers**).
 4. **Make additional efforts to provide information, directions, and supports to families that have been disenfranchised - for example: communication gaps due to language barriers.**

Suggested revisions from group members that were incorporated above:

1. James LeMon (re. Communication) - II.C. Enhance practices to consistently and rapidly provide clear rationale and communication of the challenges, concerns and implementation that will be put in place. → Continue to be intentional and creative with outreach efforts to communicate with all families to overcome any potential barriers such as lack of technology or non-English speaking families.

2. Marcia Morales - Re. Principle 2- Choice. Since many parents and staff do not feel safe returning to buildings at this time, those who do not feel it is safe to return may have the option to learn or work from home to the extent this is possible when buildings re-open. → The use of the word “may” implies that it may not. This **should be changed to “will have the option to learn or work from home.”** The way this paragraph ends also implies that people may be forced into the in-person model regardless of their health risk or that of the people they live with. **I think everything after the word ‘home’ should be deleted.**

Re. III. C- Ensure all instruction is data- and equity-driven to provide the greatest access, opportunity and supports needed to all students. → [add the last item below]

- Make efforts to provide virtual-based live real time teaching for core classes. (Daily or multiple times weekly "google meets" classes.)
- Provide non-core classes in a non traditional model as appropriate (similar to Spring plan).
- Work with County government (with support from MSDE) to identify and attempt to address child care needs via expanded voucher programming or other low cost site based (gyms, theaters, rec centers
- **Make additional efforts to provide information, directions, and supports to families that have been disenfranchised - for example: communication gaps due to language barriers.**

I also have a question & we did briefly talk about it in our earlier meetings, but **Under Safety & Health** → Will the school system require Covid-19 testing of staff & students prior to starting in person classes?

3. Monica Pringle - offered other highlighted changes in wording.

4. Caroline Walker - Please make the following edit:

III A 1 - Develop a plan for additional **support** (virtual or face-to-face) for IEP/504/ESOL students. Special activities, especially those with collegiate impacts such as Band, sports, etc. continue in-person with appropriate public health precautions.

5. Suggestions in red are further revisions Charlene wants to include.

6. Please find below attachment with my **suggested editing regarding communications**. → Enhance practices to consistently and rapidly provide clear rationale and communication of the challenges, concerns and implementation that will be put in place. **Communication should be translated in order to promote the engagement of non - native English speaking families.**

Also, did not see any specific recommendation regarding Nutrition and transportation. Could someone work on that?

Recommendations for Fall 2020-21 Programming in the HCPSS Recovery Plan Stakeholder Group

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Principles guiding our recommendations for Fall re-opening and prioritization of actions:

- **Principle 1- Safety.** The design and structure for this model will be determined by current CDC guidelines ensuring the safety of all faculty/staff and students/families.
- **Principle 2- Choice.** Since many parents and staff do not feel safe returning to buildings at this time, those who do not feel it is safe to return may have the option to learn or work from home to the extent this is possible when buildings re-open.
- **Principle 3- Access.** An effort should be made to allow our most vulnerable students and families to be able to participate in hybrid instruction. If it is not possible for all students to receive in-person instruction, groups and grade levels that depend on in-person instruction the most should be prioritized.
- **Principle 4- Flexibility.** The program designed and developed should be flexible and fluid to allow the HCPSS to be responsive to changing conditions and needs.

To this end we further recommend adherence to the following:

- I. **Safety & Health of Students/Families and Staff shapes all decisions.**
 - A. Assure the safety and health of students/families, staff & stakeholders.
 - B. Ensure that everyone in the building has PPE up to the highest standards.
 - C. Have safety protocols and practices in place to keep the population safe (monitoring people and movement to facilitate proper tracing).
 - D. Provide resources to support a healthy transition in consideration of the mental and social-emotional wellbeing of all students/families, staff and stakeholders.
- II. **Operations (Building Preparation/Maintenance, Transportation Services, Food Services, Custodial, and Technology Services) across the system are prepared to offer the highest degree of safety/sanitation and service possible for all students/families and staff.**
 - A. Adhere to CDC Guidelines to ensure the highest degree of safety for all as a determining factor for readiness and a return to buildings or in-person services.
 - B. Provide and plan for adjustments that can be easily implemented as health/attendance requirements in schools based upon changes in the health criteria in a school, cluster of schools, or the community when/if we return to buildings.

- C. Enhance practices to consistently and rapidly provide clear rationale and communication of the challenges, concerns and implementation that will be put in place.
 - D. Provision of Extra-curricular activities & Socialization
- III. **Instruction is robust to the fullest extent possible and is provided with consistency and flexibility balanced with rigor appropriately.**
- A. Start virtually in the Fall with, options for hybrid instruction for our most vulnerable populations if possible and a phased-in approach or delayed start of classes if needed to ensure safety and quality of instruction.
 - 1. Develop a plan for additional one-on-one (virtual or face-to-face) for IEP/504/ESOL students. Special activities, especially those with collegiate impacts such as Band, sports, etc. continue in-person with appropriate public health precautions.
 - 2. Ensure technology needs are addressed in a manner that addresses digital disparities and ensures equitable access to quality instruction.
 - B. Offer the “best education possible” with a balance of rigor and flexibility to meet the various needs and overcome barriers facing both staff, students, and families.
 - 1. Maintain and enhance the delivery of high levels of virtual instruction to meet the educational needs of each student at each grade level to assure successful achievement.
 - 2. Recognize individual student, teacher, and parent health, physical, and emotional needs and have support and training in place to address the wellbeing of all.
 - 3. Have a plan in place to address relationship-building, the need for socialization, engagement with the arts and extra-curricular activities.
 - C. Ensure all instruction is data- and equity-driven to provide the greatest access, opportunity and supports needed to all students.
 - 1. Make efforts to provide virtual-based live real time teaching for core classes. (Daily or multiple times weekly "google meets" classes.)
 - 2. Provide non-core classes in a non traditional model as appropriate (similar to Spring plan).
 - 3. Work with County government (with support from MSDE) to identify and attempt to address child care needs via expanded voucher programming or other low cost site based (gyms, theaters, rec centers

Recovery Plan Stakeholder Group Premises & Recommendations

(1) Fall Distance Learning Options – Proposed Recommendations

A. Ensure that whatever model/plan we implement includes the following:

- 1) **Best Education Possible:** Provide consistency and flexibility balanced with rigor appropriately.
- 2) **Healthy & Safe Conditions for Well-Being of All:** Provide a healthy transition in consideration of the mental and social-emotional wellbeing of all students/families, staff and stakeholders.
- 3) **Clear and Consistent Communication:** Consistently and rapidly provide clear rationale and communication of the challenges, concerns and implementation that will be put in place.
- 4) **Flexibility and Fluidity to Be Responsive to Changes Required:**

B. Similar categories suggested for us to consider aligned with statements above:

1. **Maintain and enhance the delivery of high levels of virtual instruction to meet the educational needs of each student at each grade level to assure successful achievement.**
2. **Assure the health and safety of students, teachers, and parents.**
3. **Recognize individual student, teacher, and parent health, physical, and emotional needs.**
4. **Provide and plan for adjustments that can be easily implemented as health condition in one or more schools based upon changes in the health criteria in a school, cluster of schools, or the community.**

C. Another Principle-based Plan: <https://docs.google.com/document/d/1ikSamjLwLCHo7c-6EXoXp2WX14TBIQMvwmsfL4D7Lo/edit?usp=sharing>

D. **The Five-Phase Plan (5 key elements - Recover, Redesign, Regain, Restart, and Return:** Recover skills, Redesign our learning models, Regain the trust of our parents, Restart the school year, Return to the buildings.) These elements are used in each phase.

Guiding Principles to Keep in Mind:

Per the Centers for Disease Control and Prevention, the more people a student or staff member interacts with and the longer the interaction, the higher risk of COVID-19 spread. As such, different activities come with different levels of risk:

- lowest risk: Students and teachers engage in virtual-only classes, activities, and events.
- more risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- highest risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Phase 1: Allow students to sign up for virtual learning (10 months) until we reach a maximum number; Remote learning for the remaining students (eliminate electives for the first phase)

Phase 2: Phase in 25 % of the students return to the school buildings A/B day schedule (only if the system has received the necessary PPE, equipped the schools, and the HVAC systems are working properly); start with our most vulnerable population.

Phase 3: Phase in 50% of the students return to the school buildings A/B day schedule.

Phase 4: Phase in the remaining students into the school buildings A/B day schedule

Phase 5: Continue educating our students (PSA's) Knowledge is power.

E. Another Phase-in Model: Start the school year in a fully virtual platform with possible phased in face-to-face based on pre-determined criteria (IEP/504, grade based etc) following the changing public health data and virus course. This would allow for communication to families for planning purposes.

1. Make efforts to provide virtual-based live real time teaching for core classes. (Daily or multiple times weekly "google meets" classes.)
2. Provide non-core classes could be provided in a non traditional model as appropriate (similar to Spring plan).
3. Develop a plan for additional one-on-one (virtual or face-to-face) for IEP/504/ESOL students.
4. Special activities, especially those with collegiate impacts such as Band, sports, etc, continue in-person with appropriate public health precautions.
5. Work with County government (with support from MSDE) to identify and attempt to address child care needs via expanded voucher programming or other low cost site based (gyms, theaters, rec centers).

Given the unknown nature of the virus, the slight possibility of treatment or vaccine in Q4 of 2021, and the projection of a "2nd spike" in the fall, the best is to plan for the worst and hope for the best.

* Work toward ultimately getting all students and staff back in buildings when it is safe to do so.

(2) What's Needed for Stakeholder Support of Distance Learning

- Assure the health and safety of students, teachers, and parents.
- Timely, transparent, clear and consistent communication in many forms.
- Recognition of diverse needs and equitable provision for access to instruction, educational supports, and social-emotional well-being for all.
- Choice, flexibility, and built-in provisions to make necessary adjustments along the way.

(3) What Did/Didn't Work for Accessing Distance Learning in the Spring

- Families of students with special needs needed more 1-on-1 support.
- Instruction lost rigor and not all students/families could access learning well in the virtual setting.

(4) Critical Considerations for Fall Planning

General	Elementary	Secondary	Special Services
<p>* Consensus appears to be that we are not agreed on how to move forward</p> <p>* A lot of responses are missing. Students and parents want contact. Teachers & support staff are voting for the virtual model.</p> <p>* Environment is critical for how students learn. Apathy and lack of motivation exists among students being online.</p>	<p>* It seems to be a rush to say that we have to start the school year in a particular way. We might start in one model and then reassess. Convey the message, "This is what we're planning <u>if</u> we can enter the buildings."</p>		<p>* Huge gap of who we may be hearing from with the data. Some may not have access to technology. 80% of parents and 65% of students haven't been heard from yet.</p>

*Suggested Recommendations for Fall Programming

General	Elementary	Secondary	Special Services
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<p>* Utilize the cafeteria for extended space.</p> <p>* Consider a split [session] schedule if needed. Buses can hold a lot more than 22 students on an A/B day schedule or 50% capacity.</p> <p>* Establish partnerships with Child Care Programs to support parents' need for child care in a hybrid model.</p> <p>* Provide educators the choice of being in the building or teaching online.</p> <p>* Develop schedules for ES, MS, and HS that provide flexibility in shifting between online and a hybrid model. Start online since people are more comfortable with that model and then use additional time to gauge current COVID-19 issues, implement safety protocols, and communicate the plan to students, staff, and families.</p> <p>* Start hybrid with the option for in-person instruction. If people choose the in-person option, they must follow all guidelines set by the school. If people choose the online option, continues like it was 4th quarter. Teachers can have 1 Google Meet with both in-person and online students so they aren't doing 2x the work.</p> <p>* Offer fully virtual and in-person options; both have positives and negatives. (We might start in one model and then reassess. Convey the message, "This is what we're planning if we can enter the buildings.")</p> <p>* Use the same small class sizes for virtual or in person.</p> <p>* Whatever model we pick, we need to ensure that the quality and the rigor of education remains the same.</p> <p>* Have a phase-in approach with options in case we have</p>	<p>* When considering hybrids, AB days, etc., keep safety and equity in mind. If only Elementary, for ex is asked to return, staff may feel that their safety is not valued as much as other levels.</p> <p>* Fully virtual model in the fall will be inequitable. Prioritize groups to open up building availability. ES could go M-Th, MS/HS once a week on Friday or something similar.</p>	<p>* If we do phased-in approach, we should consider phasing in transition grades first - 6th and 9th graders. I think a fully virtual start will be more problematic for them (particularly 6th graders)</p> <p>* If we go all virtual, consider the possibility to go full schedule as we used to do as face-to-face. I am still trying to understand why we cannot do that for middle and high schools.</p> <p>* [Re. Students should have an opportunity to meet teachers in person in waves before school starts.] – a. Agree. Especially for those who are entering middle school or high school. – b. Not only that, but also for students that were experiencing challenges prior to COVID-19.</p>	<p>* Place students receiving Special Education services, English Language Learners & students learning to read in the prioritized group.</p> <p>* Have options for our most vulnerable population.</p> <p>* If we go back into the buildings, use self-contained classrooms as an option for our special needs students, especially those that can adhere to social distancing.</p> <p>* Critical: For students with IEP/504/ Special needs, hybrid models are the priorities.</p> <p>* Have MSDE, by regulation or state legislation, extend the age for state-provided services for students with special needs who are schooled at home because of the Covid-19 pandemic.</p>
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<p>a surge in cases or outbreaks.</p> <ul style="list-style-type: none">* Forcing students for hybrid won't be a good thing. Some students would rather do all virtual. Let those who do not want to go into the school have a choice of whether they want to stay virtual all the time.* When considering hybrids, AB days, etc., keep safety and equity in mind. If only Elementary, for ex is asked to return, staff may feel that their safety is not valued as much as other levels.* Have an In-person start with a hopeful second semester in the building when we have the PPE, teachers, staff, cleaning supplies and transportation needed to make it all happen.* Enact the least restrictive option given the current level of safety preparedness/ protocols. Safety ultimately dictates the model we will implement.* If virtual, provide training for parents, students & staff* Offer more recorded county-wide curriculum sessions of classes to augment the live sessions. Provide consistency across the county, but then have their individual schools' teaching staff help clarify the lessons.* Implement lunch in the classroom feeding model or restrict the number of students entering and eating in cafeterias.* Increase mental health resources! One of the Precepts could be 1) Provide Students with the ability to have access to means that ensures positive mental, social-emotional and			
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<p>academic health; 2) Ensure academic rigor and consistency for all students - Provide training resources and county-wide recordings for virtual learning.</p> <ul style="list-style-type: none">* Provide all staff with appropriate PPE (Masks, face coverings, plexiglass separations, etc.* Provide take home meals for eligible students - at the minimum, consistent with whatever regulations the USDA establishes.* Ensure social distancing of all support staff (custodians, cafeteria staff, etc.)* a. Maintain a high level of educational instruction and standards. b. Assure health and safety of students, teachers, staff, and parents. c Recognize individual student and teacher health and emotional needs. d. Provide a plan for adjustments that can be easily implemented as health conditions of students, teachers, and/or the community change.* Implement a hybrid model once all safety and health assurances are in place.* Give bus drivers benefits including health coverage & sick leave- this will encourage them to stay home when they are sick.* Provide appropriate childcare services for staff and others.* I recommend that we see what the price of this would be. If the school provides masks and gloves, how much would that be? If we give sick leave to bus drivers, where would that money come from and would that effect the bills. Money is something important I believe.			
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<p>* Implement specific protocols for student and employee screening for COVID-19 symptoms.</p> <p>* For those families who need technical support, form a central tech support team instead of having teachers to solve the problems individually. We also can collaborate with the community partners.</p> <p>* Implement stringent HVAC practices/processes in regard to air circulation, filters, etc.</p> <p>* Students should have an opportunity to meet teachers in person in waves before school starts.</p> <p>* If in-person school returns in any form before a vaccine is available, families need a virtual option - not sure that it is feasible for staff or the county to run two forms of schooling simultaneously, though. If a virtual option cannot be provided at the same time as in-person hybrid, keep all school virtual through the pandemic.</p> <p>* Partner with Health department to educate students and parents.</p>			
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Danielle's Recommendations (6/29 email) - Plan for a year of Virtual Learning for also for phase in as the health care officials advise. Ensure that whatever model we implement has the following:

- 1) **Best Education Possible Provided:** Consistency and Flexibility balanced with rigor appropriately
 - a. I recommend that we have lessons recorded by our premier (County/State Award Winning Teachers over the summer)- might be hard to do as it is July.
 - b. These recorded lessons will augment the regular classroom teachers' live sessions
 - c. Need training for all teachers, students and parents – record it. Advertise through HC Library, summer lunch meal sites, village centers and more.
- 2) **Healthy Well-Being of All:** Provide a healthy transition for the consideration of the Mental and Social-Emotional Well Being of the Students, Staff and Educators
 - a. Considerations for all students, special needs, IEP/504 and traditional students
 - i. In-home care once a week possibly for students with extreme needs- one teacher no more than 5 students- I know that we probably don't have a budget for that but I cannot think of another way. I don't know how else to help those parents.

- ii. Could we put those high touch students into two- three schools who have approved HVAC and enough PPE?
 - b. Not just access to mental health providers of which there is a limited supply in the country but weekly mental health Homeroom sessions and monthly one-on-one check ins with school counselors to address potential issues
 - c. Athletics, Band and the arts are big for our students – definitely those High Schoolers
 - i. While academics go virtual - arts, music and athletics must impose practical social distancing and virtual as well - <https://www.google.com/amp/s/www.wired.com/story/the-science-behind-orchestras-careful-covid-comeback/amp>
 - ii. Can we have outdoor music sessions?
 - iii. Virtual Coaching
 - iv. Small Group mini-bands, mini-scrimmage – keep kids consistent so instead of 11 on 11- have a 5 on 5 game of any sport. Same kids – run shorter fields have the events filmed and streamed live by school TV crews and no parents or spectators on site
- 3) **Clear & Consistent Communication:** The HCPSS will consistently and rapidly provide clear rationale and communication of the challenges, concerns and implementation that will be put in place.
- a. Email, TV, Billboards, Flyers, Door to Door
 - b. Use your community Stakeholders to get the word out
 - c. Be open and start now- all this hand wringing is causing more worry all across the county. Just tell parents this week when you will have an initial plan – announce pieces as you go and explain it clearly as Loudon did but with more rationale. They did not address rationale. That was critical.
- 4) Not a precept but... - Once in the building, **Ensure the safety of all involved** (ability to test, enough PPE, Buses, HVAC/other building and childcare considerations that can impact staff content delivery.)

Yale's Recommendations (6/30 email): We seem to be moving in the direction of a recommendation for starting the 2020-2021 school year with virtual instruction and without any instruction in a public school building. With that premise I believe we need some additional information starting with the data for the past experience with virtual learning between March and June 2020.

- What percentage of the students in each grade level participated in the sessions?
- When they did participate did they engage for the entire time that the classes were offered?
- Did the instructional program/session complete the delivery of the curriculum and meet the instructional standards that would have been accomplished had the schools been in session in the school buildings?
- If students did not participate, do we know why they did not?
- What changes and or improvements are currently being undertaken to resolve any of the known problems encountered in terms of the delivery and participation of students as well as the ability to provide the full extent of the curriculum and student achievement to be able to move onto the next level successfully?

At the end of our last session you requested **suggestions for some major categories for arranging our recommendations.**

Here are four that we might consider:

1. **Maintain and enhance the delivery of high levels of virtual instruction to meet the educational needs of each student at each grade level to assure successful achievement.**
2. **Assure the health and safety of students, teachers, and parents.**
3. **Recognize individual student, teacher, and parent health, physical, and emotional needs.**
4. **Provide and plan for adjustments that can be easily implemented as health condition in one or more schools based upon changes in the health criteria in a school, cluster of schools, or the community,**

Angela Stenzler's Recommendations (6/30) -<https://docs.google.com/document/d/aikSamjIwLCHo7c-6EXoXp2WX14TBIQMvwmisfL4D7Lo/edit?usp=sharing>

Stephen Liggett-Creel's Recommendations (7/1) -

My recommendation is that HCPSS start the school year in a fully virtual platform with possible phased in face-to-face based on pre-determined criteria (IEP/504, grade based etc) following the changing public health data and virus course. This would allow for communication to families for planning purposes.

- There would be efforts to provide virtual based live real time teaching for core classes. Daily or multiple times weekly "google meets" classes.
- Non core classes could be provided in a non traditional model as appropriate (similar to spring)
- HCPSS would develop a plan for additional one on one (virtual or face to face) for IEP/504/ESOL students.
- Special activities, especially those with collegiate impacts such as Band, sports, etc, could continue in person with appropriate public health precautions.
- HCPSS should work with County government (with support from MSDE) to identify and attempt to address child care needs via expanded voucher programming or other low cost site based (gyms, theaters, rec centers).

Given the unknown nature of the virus, the slight possibility of treatment or vaccine in Q4 of 2021, and the projection of a "2nd spike" in the fall, the best is to plan for the worst and hope for the best.

Monica Pringle's Recommendations (7/1)-

The Five - Phase Plan (5 key elements - Recover, Redesign, Regain, Restart, Return: Recovery of skills, Redesign our learning models, Regain the trust of our parents, Restart the school year, Return to the buildings.) These elements are used in each phase.

Guiding Principles to Keep in Mind:

Per the Centers for Disease Control and Prevention, the more people a student or staff member interacts with and the longer the interaction, the higher risk of COVID-19 spread. As such, different activities come with different levels of risk:

- lowest risk: Students and teachers engage in virtual-only classes, activities, and events.
- more risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- highest risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Phase 1

- Allow students to sign up for virtual learning (10 months) until we reach our maximum number (this will reduce the number of teachers for remote learning
- Remote learning for the remaining students (eliminate electives for the first phase-this will allow the master schedule for the HS's to be a little easier)
- Have SA's and TA's check in on our students to offer additional help
- Communication is key

Phase 2

- Phase in 25 % of the students return to the school buildings A/B day schedule (only if the system has received the necessary PPE, equipped the schools, and the HVAC systems are working properly) start with our most vulnerable population -
- Social distancing in buildings and on school buses
- Students seated every other seat (maximum one student per row-unless siblings)

- Desk socially distanced from one another when possible
- Face mask required unless there is a medical condition
- Lunch served in the classrooms
- Schools cleaned daily

Would it be easier to have teachers switch classes instead of students?

Phase 3

- Phase in 50% of the students return to the school buildings A/B day schedule
- Social distancing in buildings and on school buses
- Students seated every other seat (maximum one student per seat-unless siblings)
- Desk socially distanced from one another when possible
- Face mask required unless there is a medical condition
- Lunch served in the classrooms
- Schools cleaned daily

Phase 4

- Phase in the remaining students into the school buildings A/B day schedule
- Social distancing in buildings and on school buses
- Students seated every other seat (maximum one student per seat-unless siblings)
- Desk socially distanced from one another when possible
- Face mask required unless there is a medical condition
- Lunch served in the classrooms
- Schools cleaned daily

Phase 5

Continue educating our students (PSA's) Knowledge is power

Questions raised in meetings:

- **Q:** Is it physically possible to hold A/B model in the schools? Is there a group of people making this determination [who is actually measuring each school]? **A:** [from CO leader] People know the dimensions of every classroom and are looking at this.
- **Q:** Were students' responses rooted in social needs or interaction with the teachers? **A:** [from MS student] Students haven't been following quarantine rules. They're voting to be with their friends.
- How do you support students' needs? Their voices are loud in this [survey] data.
- What happens if students/staff aren't able to attend school? What supports are there for attendance, staff, students, etc. Are we taking these things into consideration when considering a model?
- **Q:** What type of grading system are we going to use with virtual learning? GPAs for seniors? **A:** [from MS student]

6/29/20

- Will the same number of assignments be made and graded the same?
- If it's a hybrid, would the students be there a full or half day? **A:** Right now we have been considering students being in the school the entire day in a hybrid model, but we are open to other suggestions.

- Is there a virtual option for medically fragile students or their siblings? (An additional hybrid option may be needed.)
- What about ensuring the safety of staff to exposure?
- 50/50 split - How do you ensure equal weighting at HS level? Can we support a hybrid model? How do we identify the 50% for A/B? Does that work for buses? Stops aren't set up that way? Classes aren't either- some classes may have more students in certain alphabetic ranges. What other way would we divide into A/B? **A: This is a challenge we are looking into. Any answers or possible solutions the group can provide would be great.**
- What about a split schedule? [split session model for attendance – 2 sessions/day] **A: Split sessions would create a bussing issue if we did it at more than 1 level.**
- With all of the different stakeholder groups created, have there been paired down options that we aren't aware of?
- What about students that need a one on one? (There's a way the government could provide a waiver for this situation.)
- Are daycare systems prepared to move to an A-day/B-day? How do we ensure that children stay safe if their parents need to go to work?
- How can a hybrid model be a suggestion if the buildings aren't to code, the daycare providers aren't to capacity, etc.?
- Should we consider anything if it's not feasible? **A: The group could make recommendations of starting in one model and moving to another as time moves on.**
- What would constitute the need to shut down?
- Will we be testing students and staff and how often?
- If a school has an outbreak, do they have the option to then do virtual? Can families make the decision to go all virtual?
- Would we have the opportunity as stakeholders to go back if our ideals aren't accepted? Decisions need to be transparent.
- Has there been thought around staff or students who have to self quarantine? How does this affect student absentee rate or teacher/custodians/food service sick time?
- Are we able to ensure that the rigor of education is the same in all formats of education?
- What does the hybrid model even look like?
- Will the hybrid/virtual model for students with disabilities be more rigorous than what was provided to students during the spring?
- Which hybrid model(s) is HCPSS considering? **A: We still do not have an A/B model that we are settled with and there isn't much more detail that can be offered that hasn't already been discussed such as 4X4 A/B day schedule, four- vs five-day schedule, etc.**
- How do other people in the group feel regarding the various models? *Could we share our thoughts in the chat by affiliation?*
- Where do people on this committee stand? [re. preference for distance learning model]
 - **Howard County association of student councils! (HCASC)** - As much as students want to go back to school there are way too many logistical obstacles and liabilities to ensure the safety of the students overall. Unless there is some sort of change I still think a hybrid model is too risky.
 - I represent **SECAC** and believe that both a fully distance learning option and a hybrid option that prioritizes our most vulnerable kids (Special Ed, English Learners & young Elementary kids learning to read)
 - **(PTACHC)** the sense I get is parents fall into two camps- 1. I want the option to go fully virtual. 2. I want a hybrid model, I understand if we can't go back completely to normal, there are going to be some challenges but there are many benefits to the hybrid model
 - **HCAA**-start online and continue to develop plans (increase safety protocols in place) for hybrid model.

- HCEA/(Middle School Teachers) -start online...then a phase in hybrid model once the building are safe.
 - Transportation – Flexibility; Phase In approach
 - As a special educator in the system, as much as I want to be back with the students and providing the services they rightfully deserve, I do not necessarily feel as comfortable being back in the building around medically fragile students and those that need intensive supports. With that being said, the rigor and services for students with disabilities needs to be better than what we offered in the spring. However, special educators went above and beyond during the spring semester with teaching online. Contractual standards need to be met. Start online and build the model as we go, with hopes of a vaccine being produced and able to return in some fashion during the year.
 - As a parent of children in Special Education and representing SECAC whatever model is used our most vulnerable learners are a top priority. Also, options should be given to families because our most vulnerable students have different needs.
 - SECAC - I support the suggestion that school start next year virtually. There are too many questions that cannot be answered fully by the time school will resume such as problems with buildings, transportation, child care for working parents, etc... People want to know the plan but are not taking into consideration the many details that are involved. I believe transparency is key for how and why the County makes the final decisions.
 - (ESOL students)- Start all online and then try to go to school carefully practicing our social distance with other students.
 - DHS/HC - I personally like a model that allows parents to opt into or request an in-school or virtual plan. Teachers who are okay, can do in person teaching and those who are not, can teach virtual. This may require changes in teachers teaching the students at a specific school.
 - PTACHC - I feel right now in this environment hybrid is more ideal than then full face to face (based on numbers who want fully virtual)
 - Teacher - While I don't speak for all educators, I know many educators would like to start online.
 - TCOE - When the buildings are safe and we have PPE, we can phase in people into the building:
 1. Special needs and at risk populations in a district. Those educators may need care for their children close by if not in the same building. Keeping the contact close.
 2. Elementary school students k-5
 3. Add to #1 +IEP/504 kids all grades.
 4. All students. Until #3 can be done with confidence - meaning a vaccine, effective treatment or culture change where wearing a mask in crowded areas is as common as wearing clothing. There is no guarantee that a vaccine will ever exist. In fact we need to understand that and learn how to change society to face this harsh potential reality. While academics go virtual arts, music and athletics must impose practical social distancing <https://www.google.com/amp/s/www.wired.com/story/the-science-behind-orchestras-careful-covid-comeback/amp>
- So why are we making "recommendations" without that document from DHS?
 - Can this group can see the what is being recommended prior to the July 9th BOE meeting? **A: No, we cannot give the information to the group prior to it being presented to the BOE. The group is encouraged to watch the BOE meeting on July 9th.**
 - Concerning the timeline, if we have an idea of what [decision will be made] on July 9th and there are options, when will people have to select their option?
 - Is there a timeline for what happens after July 9th?
 - Which option is the lead option [right now]?
 - Since it seems that hybrid will be picked so far, will students be forced to come in or could they have the option to do all virtual learning? (For either personal reasons like older relatives or high-risk family members who live with them. Or if they just don't feel comfortable coming into a public setting.)

- When do you expect a final decision to be made? What are the concerns around hybrid as an option? Can you provide the details on the hybrid options? Details on block vs 7-class schedule?
- What is HCPSS Strategy team w/ Mr. LeMon's thoughts currently on priorities for in-building learning?
- Will MDSE Testing standards be modified- has that been determined? How will it be communicated?
- How will additional training for teachers and parent communication of distance learning be rolled out?
- How will HCPSS ensure the safety of the HCPSS employees?
- What will a contractual day look like for educators in a hybrid/virtual model for fall?
- How is input from families of students with disabilities is represented in the distance learning survey from SECAC so we are taking into consideration how to support our most vulnerable learners?
- How does today's update tie into logistical considerations not being explored by this committee - spacing in classrooms, bathroom usage, bus logistics, staff safety, student safety?
- What percentage of the students utilized virtual learning (as fully offered by HCPSS) by grade level and subject? if students did not, why not? – not having a computer, not having access to the Internet, not able to utilize distance learning by themselves?
- Are we going to establish protocols outside the CDC guidelines?
- Are we going to provide meals in the classroom?
- Will PPE be provided to all staff?
- Will parents and students be allowed to choose to stay home and learn on-line if they don't feel safe at school?
- How does that work at high school?
- How flexible will HCPSS be as it relates to allowing parents and students as well as teachers to select either in school or virtual instruction?
- As a student, [REDACTED]. How would the school organize different subject levels?
- When you say ALL students coming back, what about medically-fragile students and their siblings?
- How does that work for staff? If staff is medically fragile what is the plan for them?
- Does HCPSS envision an option with some students only on virtual learning?
- Have they considered like A week M/W/F B week M/W/F (particularly for the upper levels where they can in general work more independently)?
- Does HCPSS plan to provide free COVID-19 test for the teachers, staff and bus drivers?
- If students are in the school at middle and high levels, who will clean/sanitize the classroom furniture between the classes during the time that students move between periods?
- For the hybrid model, are we considering to allow sports/club activities?
- Do we have plan B if the cases spike?
- Has the discussion of needed child care been part of these partial school day or virtual models?
- Can the start date of school be adjusted?
- Are you sure there is not a draft of what an outbreak looks like? -feel like I heard there was
- Will we be testing students & employees?
- What happens when kids get on the bus and they're sick?
- How would buses be sanitized in between routes?
- Do the bus drivers receive full benefits through the school system?
- If I don't get benefits, would I go to work when I'm sick or stay home?

- I agree with what you're laying out, Charlene [format]. When will our recommendations be presented to the Board? Will we convene again after the recommendations go to the Board?
- What about participation in extracurricular activities? Without them, how will students stay connected and be provided leadership opportunities?
- Can we also look at the State recommendations- Specifically the MD Department of Ed Technical Assistance Bulletin regarding addressing the reopening of Nonpublic Special Education Schools - Date June 2020?
- How about testing students??
- Would we offer weekly meal pick-ups vs daily?
- As we look toward a virtual model for 2020-2021 do we have data on the success and/or deficiencies from the virtual learning during the last several months (March -June)?
- We are in Stage 2 of the reopening phase here in MD. Is our plan premised on being/remaining in Stage 2 in August? What if, hypothetically, we move to Stage 3? (although this may be wishful thinking) The plan needs to consider all these possibilities.
- What are the home schooling options for those students who don't want to come back if schools open?
- Will this plan address extracurricular (clubs and athletic) activities?
- What are the home school options for special education students?
- If we are online or or if we are in a hybrid model, how do we promote a sense of community?
- How will HCPSS address and provide opportunities for students to earn the required volunteer hours for graduation.

HCPSS 2020 Recovery Plan Stakeholder Group

NAME (Last, First)	ORGANIZATION	STAKEHOLDER TYPE	EMAIL ADDRESS
Awan, Zunaira	Howard County Muslim Council	Parent	zunaira_khan615@hotmail.com
Condron, Neysa	UniServe Director	Teacher	ncondron@mseanea.org
Dohner, Natalie (alternate)	ARC of Howard County	Parent	ndohner@archoward.org
Drasin, Joshua	Long Reach HS Student	Student	
Fortier Ardila, Yeidy	Wilde Lake HS Student	Student	
Goldman, Dina	SECAC	Parent	dinabgoldman@gmail.com
Hilliard, Danielle	Council of Elders	Parent	danielle.hilliard@jhuapl.edu
Hmung, Zo Tum	Chin Integration and Advocacy Network USA	Community Member	zotumhmung@chinmd.org
Hobson, Sharon (alternate)	HC Health Department	Community Member	shobson@howardcountymd.gov
Johnson, Joan	Early Childhood Specialist, HC Office of Children & Families	Community Member	jmjohnson@howardcountymd.gov
Johnson, Laura	NAACP	Parent	ljohnson@summerlearning.org
Jones, Carmen	Lime Kiln MS Student	Student	
Kitchen, Maleeta	Murray Hill MS Teacher	Teacher	maleeta_kitchen@hcpss.org
Kromm, Dr. Elizabeth	HC General Hospital, VP of Population Health and Advancement	Community Member	ekromm@jhmi.edu
Lee, Seon Ok	Howard County Korean American Parent Association	Parent	slee4619@gmail.com
LeMon, James	HCPSS Div. of School Management & Instructional Leadership	Staff	james_lemo@hcpss.org
Lidgard, Mikaela	Burleigh Manor MS Principal	Administrator	mikaela_lidgard@hcpss.org
Liggett-Creel, Stephen	HC Dept. of Social Services/DHS	Community Member	stephen.liggett-creel@maryland.gov
Lins Silva, Patricia	Conexiones	Parent	phpp.pls@gmail.com
Moe, Colin	Centennial HS Teacher	Teacher	colin_moe@hcpss.org
Morales, Marcia	SECAC	Parent	marciamoralesbutler@yahoo.com
Morris, Colleen	HCEA President (ES Teacher)	Teacher	colleen_morris@hcpss.org
Novak, Nick	Howard HS Principal (HCAA President)	Administrator	nicholas_novak@hcpss.org
Otradovec, Susan	FIRN Deputy Director	Community Member	sotradovec@firnonline.org
Parr, Cindy (July 1 only)	ARC of Howard County	Parent	cparr@archoward.org
Ponnuri, Praven	Indian Origins Network	Parent	pravinponnuri@hotmail.com
Pringle, Monica	HCPSS Division of Operations - Transportation Office	Staff	monica_pringle@hcpss.org
Ralph, Brian	HCPSS Division of Operations - Food Services Office	Staff	brian_ralph@hcpss.org
Randall, Dawn	Owner of Good Beginnings, Laurel	Childcare Provider	randall@qbeginnings.com
Ricks, Meg (alternate)	PTACHC	Parent	capizziricks@gmail.com
Robinson, Nan (alternate)	Howard County Korean American Parent Association	Parent	shangnan2004@yahoo.com
Rossman, Dr. Maura	HC Health Department	Community Member	mrossman@howardcountymd.gov
Scott, Jackie	HC Dept. of Community Resources and Services	Community Member	irscott@howardcountymd.gov
Seldon, Anais	Oakland Mills HS Student	Student	
Shiplet-Katemkamp, Angela	PTACHC	Parent	akatenkamp@gmail.com
Sonnier, Yolanda	African American Comm. Roundtable; HC Office of Human Rights	Parent	ysonnier@howardcountymd.gov
Stenzler, Yale	Jewish Federation of Howard County	Parent	stenzler@comcast.net
Troy Todd	Hanover Hills ES Principal	Administrator	troy_todd@hcpss.org
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Xu, Jean	Chinese American Parent Association of Howard County	Parent	jean.xu@capa-hc.org
Zaidi, Nooreen	Howard County Muslim Council	Parent	nfzaidi@hotmail.com
MEETING DATES/TIME			
6/23/2020, 4-6 p.m.			
6/25/2020, 4-6 p.m.			
6/29/2020 4-6 p.m.			
7/1/2020, 4-6 p.m.			

Themes: Consideration Indicated by Parents/Guardians and Instructional Staff Completing Survey

Please note these themes are **preliminary and confidential**, to be used for internal planning purposes only.

Summary

Respondents had an opportunity to volunteer open-ended responses for the question “What other considerations would you like to share with HCPSS as it relates to school year 2020-21?” on the distance learning stakeholder feedback surveys.

For **Parent/Guardian** respondents, the most frequently mentioned considerations involved suggestions for **improvements to the instructional model** for the next school year, followed by considerations regarding **safety**. Among the most frequently listed considerations were:

- Increasing the **rigor**, teaching new content, and higher expectations from teachers (compared with the spring Distance Learning model).
- Allowing for **in-person instruction** to address learning and the social-emotional needs of students.
- Should virtual learning need to continue, parents strongly requested opportunities for their child to **socially interact** and not feel isolated, more **synchronous** instruction, instruction be interactive, and teachers to provide feedback to students.
- The next most frequently mentioned comments were around ensuring the **safety** of students/staff, and concerns with certain groups being able to follow health/safety guidelines (e.g., younger children).

For **instructional staff**, the most frequently mentioned considerations involved **safety**, followed by **instructional considerations**. Among the most frequently listed considerations were:

- **Safety should be the highest consideration** (“safety first”) and concerns regarding the **compliance of students and staff** to follow health/safety guidelines (e.g., masks, students coming to school sick, social distancing).
- Anticipating that **younger children** will have difficulty complying with health/safety guidelines.
- The next most frequently mentioned comments were around providing appropriate instruction to **students with special needs** and how to **provide rigorous and engaging virtual instruction**.

Below is a table of the themes extracted from the open-ended responses entered by respondents. Please note that only a sample of overall considerations have been coded, so far.

Key:

- **BOLD headings** indicate major themes. Major themes are organized from most to least frequency of mention.
- **Blue headings** are sub-themes
- **Orange bullet points** are ideas mentioned across multiple respondents for each theme, and are organized with the most frequently mentioned at the top of the list.
- The remaining bullet points are not organized by frequency. They are included to paint a picture of the ideas respondents shared.

Themes from Parent/Guardian Responses

Instructional Improvements for Next Year

Regardless of model selected

- **More substantive/increase the rigor/less busywork/higher expectations**
- **Teach new content**
- More academics, less SEL
- How to identify/assess the gaps in learning from spring
- Give opportunity to make up late work
- Some kids are thriving with virtual learning, allow for those
- Balance Between Academics and Safety

In person

- **Students need in-person learning; students should have the option of in person**
- **Kids need to be around peers, taught in person**
- My child learns best from a trained teacher

Virtual suggestions/concerns

- **More opportunities for students to connect/interact/not feel isolated**
- **Find a way for virtual learning to be closer to in person learning/schedule**
- **More synchronous instruction/more interactive**
- **Teachers provide feedback to students**
- **More live check in's**
- **Younger students could not do the work independently**
- Consider a later (9am) start time if going all virtual
- Teachers remind students more explicitly of due dates
- Teach high priority topics (if not time to teach full curriculum)
- Require students to have camera on
- Have the very best teachers teach online, if we can't do FTF
- Implement uniform practices so students know what to do across classes
- Teachers have a way to assess students throughout the instruction to ensure understanding
- Purchase high quality videos to teach students

Health/Safety

- **Concerned to send back if it's not safe/safety is #1 consideration**

- Offer a distance learning option for families with health concerns
- Concerns with young children follow health guidelines
- Ensure that all health regulations are in place (temp checks, sanitation, etc.)
- Not healthy to wear a mask for 8 hours a day
- Will students need a bag lunch
- How to contain spread if someone tests positive
- Transportation safety is concern
- Band, chorus, PE modified if taught in person (bc those activities are higher risk for spreading)
- Schools being renovated & impact on crowding/safety

Don't Do Distance Learning Like the Spring

- We live in hoco for the schools, and distance learning was not adequate for my child
- Too much was on the parents to do
- Too much for parents who are also working from home
- Did not meet students' needs

Students with Special Needs

- Students with IEPs need in person instruction
- Better IEP accommodations
- Sending SWD to school without peers denies LRE
- SWD have regressed in skills, need their therapies, specialized instruction
- Students with hearing loss need to read lips (mask need to be clear)

Social Emotional Learning (SEL), Extracurriculars

- Students need sports & extracurriculars for social & exercise
- Wellbeing of staff, mindful that staff are concerned to return
- Have a group plan for how to ensure seniors don't miss out on milestones this next year
- Counselor attend google meet sessions to support SEL

Hybrid Logistics

- Keep siblings on same schedule
- Consistency in the schedule for the days the child is home
- Live streaming so student still has daily instruction
- A/B day better for students; A/B week better for cleaning
- Send back certain groups (K and seniors), students with special needs
- Related Arts: Hoping band, strings can be done virtually (not omitted); and Related Arts videos were great

Ideas for Implementing Health Guidelines

- Send in one grade level per week
- Have parents drive their child to school
- School won't be able to be properly cleaned if students attend 1/2 days

Send Back to School

- Kids not high risk, kids needs to be in school
- We have to accept that there will be a low level of risk
- The risk is low, don't base decision for all on the small % who are medically vulnerable

Parent's work schedule

- Don't start with in school and then have to switch to distance learning when cases spike
- Parents who are teachers here/in other districts
- Can't afford to be home with my kids, need to work

Canvas Input

- Provide Canvas support (parents, some teachers)
- Specific Canvas suggestions in "ideas" tab
- Canvas is very cumbersome. Everything is in different places and not very easy to find.

Innovation for next year

- Year round school
- Later start time for older kids
- Some kids are thriving with virtual learning, allow it for those who are

Thank you

- Thanks to each of you for doing the best in a very, very difficult situation!
- Not easy, thanks for what you're trying to do
- Good luck; you'll never make everyone happy. Do what you'd want for your own children please. God speed.

Themes from Instructional Staff Responses

Safety

- **Safety First for students & staff/Better safe than sorry**
- **Compliance of students, staff for health guidelines (masks, parents sending sick kids to school, social distancing)**
- **Young children won't socially distance, touch everything/everyone**
- **Listen to science, don't rush to open back up, Please make the best decision**
- **Students not complying with safety to be removed/disciplined**
- **Wait until a vaccine**
- **Give staff/student the option to choose a virtual education option**
- Teachers feeling blamed if they have a cough (e.g., due to allergies)
- Staff who by nature of their job work across multiple levels, groups
- Especially for people with underlying health conditions, pregnant staff
- Will teachers be held liable if students get sick
- Assurances that sanitation will be adequate
- Movement through crowded hallways/increased class size
- No sharing of materials
- Air circulation
- Enforcement of health expectations/guidelines
- Don't force teachers in younger grades to go back if they're not comfortable
- Eliminate all large group activities (open house, Back to School night,..)
- Unsupervised time (bathroom)
- Ensuring safety is possible with face-to-face instruction
- Difficulty following social distancing when physical restraint is necessary

Providing Special Services

- **Challenges providing distance learning to students with IEPs**
- **Keep in mind the unique needs of special groups**
- **Students in specialized programs which make following health guideline challenging (e.g., physical restraint, hand-over-hand support)**
- Infants & Toddlers program on the Recovery Team (not from early childhood or from special ed)
- Speech/Language Pathologists - difficult to provide this service at a distance
- RECC, peers program
- materials required
- Difficulty following health guidelines for some groups of students (mask, social distancing, cover sneeze,..)
- Students who needed the most help were least likely to do well in distance learning

Teaching and Learning Considerations

- **How make distance learning more engaging/rigorous**
- **New instruction provided by teachers**
- **Mandate cameras be on**
- **Grading shouldn't be 50% to pass**
- **Related Arts should continue to be taught**
- Hard to monitor if students are doing the work or just pressing submit
- Small group sessions online
- Teach from my classroom, with my materials over google meet
- Will be difficult to "know the learner" if entirely virtual

Child care for own children

- **Two parents who are hcps teachers**
- **Consider aligning with neighboring counties**
- Flexibility might help with child care
- A/B week/day schedule would make it worse for child care for staff
- Hybrid model, teachers on a different schedule/lives in a different county
- Finding/paying for child care
- Free child care for staff
- Needing to know soon so can plan
- If students are sent to child care, is that just as dangerous as school
- Finding child care with an "unusual" schedule is difficult
- Balancing home child care and teaching at home is difficult

Teacher Workload

- **Special ed workload, ICOL, paperwork was very high**
- **Workload with distance learning**
- It takes more time for teachers to make digital learning meaningful
- A lot more time
- Have CO staff teach synchronously to remain objective for what is possible/not
- Inequitable workload across different staff roles

Social Emotional Supports

- **SEL needs of students**
- How to build rapport with students/teacher in virtual environment
- Build opportunities for students to connect with friends (if virtual)
- Creating community with families

Job Security

- **HR considerations**
- **Keeping my job**
- Consider not evaluating staff until COVID is over
- Can I take leave until COVID is over
- Hire more teachers to reduce class size & increase student relationships
- Consider workload of Benefits Specialists, if many people are going on leave next year

Unequal Student Access

- English Learner students
- Meeting needs of students with IEPs was challenging
- Language barrier for families attending IEP meetings
- Families who don't speak English & need to support distance learning
- ESOL support during virtual meet

Communication with Families

- Too many emails
- Language barriers
- Some families lack wifi, email, devices

Students to prioritize for in person education

- Youngest students
- Students with IEPs
- All students deserve it (students need FTF interactions)
- Academically vulnerable students
- Not students in an Academic Life Skills program (proximity needs, sensory issues with mask wearing)

Planning/Communication

- Let us know as soon as possible so we can plan
- Consider other models that are out there
- Consider what surrounding counties are doing, since many staff live there
- Involve educators in decisions
- Let educators know information BEFORE it goes out to community
- Families got overwhelmed by the volume of emails

Thank you for listening

- Admin has been great

Novel Ideas offered for consideration

Teacher

If at all possible, I would like to have one face-to-face class (30 min.?) with each of my new students. The county could take the first month of school to make this happen, and we could start distance learning immediately. If it is safe to do this in August/September, it should be a priority. We can return to hybrid later in the school year once winter is over, but I'd like the county to have a hybrid option in place that can be shut down quickly for safety reasons.

Special educator

Special educators are often split between multiple grades, which means 2 of every staff meeting each week. Having a GAFE work bank for all special educators to share resources was helpful, because otherwise modifying work for 2 grade levels while also creating 4 original content lessons each week would have been too overwhelming.

Parent

Based on how higher ed delivers courses online, much of the asynchronous content could be shared by multiple instructors and even by all schools in the system. For example, a single 6th grade GT geography teacher could record asynchronous video content to be utilized by all 6th grade GT geography teachers in the county (perhaps each teacher is responsible for recording certain content to provide to their colleagues). The students would then have synchronous online and/or in-person lessons with the individual instructor to whom they're assigned at their regular school. This will reduce workload redundancy across the school system, help individual teachers avoid generating separate content for online and in-person populations of students, and free up time for teachers to delivery new content via more synchronous online and/or in-person meetings.